REPORT ON THE STATE OF EDUCATION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR

1881-82,

BY

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Proceedings of His Honor the Lieutenant-Governor of the Punjab, in the Home (Education) Department, dated 20th November 1882. No. 4131

READ—

Report on the State of Education in the Punjab and its Dependencies for the year 1881-82, submitted by Lieutenant-Colonel Holroyd, Director of Public Instruction, with his letter No. 1256, dated the 26th September 1882.

REMARKS.—The Report was due on 1st September, and was received on the 27th idem. This slight delay was caused by the wish of the Director to offer remarks upon various questions relating to education in the Punjab which have recently attracted attention in connection with the proceedings of the Education Commission. But on these matters of controversy it would be out of place to enter here.

2. In accordance with the rules for the preparation of educational statistics sanctioned by the Resolution of the Government of India in the Home Department, No. 1—2-16, of the 6th January 1879, the Director has limited his report to schools and other teaching institutions which are under regular inspection. Of such institutions there are 2,089 in the Punjab, this total excluding the Oriental College and all unaided indigenous schools. The body of the Report, as distinguished from the Introduction, can therefore hardly be said to deal with the state of education in the Punjab generally. It deals rather with the state of education in those schools of which the Education Department takes official cognisance.

3. In the Punjab schools so limited (a limitation which excludes several thousand indigenous institutions), there were 110,427 pupils in 1881-82. This total exceeds that of the previous year by 5,506, and does not fall far short of the highest attendance on record, that, namely, of 1877-78, when the number of students was 113,208. On two occasions the number of students in the schools returned has exhibited a remarkable decrease. Between 1865-66 and 1870-71 it fell from 97,638 to 80,625, a diminution of 17,013 ; and between 1877-78 and 1879-80 there was a reduction of 12,766, the total in the latter year being 100,442. The causes of these fluctuations are analysed at some length in the Report, and it may be said briefly that the Director ascribes the decrease, in both instances, to the deliberate policy of Government. On the first occasion, it was determined to abolish a number of schools so as to provide the means for improving the remainder. More recently the grants made from the old General Local Fund and Provincial Revenues to Vernacular Middle and Primary Schools were withdrawn ; it is said that the deficiency so caused was not adequately supplied by Municipal and District Funds, and the result was some closing of schools and reduction of establishments. Attendance was further diminished by sickness and the disturbing effects of the war. But, these abnormal influences having ceased to operate, it is satisfactory to observe on the termination of a healthy year of peace that a great part of the ground lost two or three years ago has now been recovered. From the facts, however, some conclusions are to be drawn of great importance in connection with so much of the scheme of local self-government as relates to matters of education. Clearly, when educational charges are thrown upon local funds, care should be taken either to ascertain that local resources can undertake the burden, or to make them able to do so, if they are not ; and security should further be provided that such proportion of the local rates and cesses as ought rightly to be laid out on education shall not be diverted to other objects. The Lieutenant-Governor is also of opinion that, when funds are deficient, it will generally be better to retrench in the higher departments of Direction and Inspection than by closing Primary Schools.

4. The expenditure on Education during the year was Rs. 15,84,281, showing an apparent increase of Rs. 1,91,747 over the total for 1880-81, which was Rs. 13,92,534. But two items, *viz.*, Rs. 1,18,542 for building charges, and Rs. 13,506 on account of scholarships to students attending the Medical School were not included in the returns of the previous year. Deducting these amounts, the net increase of Rs. 59,699 is chiefly due to the organization of the Central Training College; to further outlay on High, Middle and Primary schools for boys and on English schools for girls, principally Europeans and Eurasians; and to the provision of scholarships in the Central Training College and elsewhere. As between Provincial and other Funds, the charges were thus distributed:—

		Rs.
From Provincial Revenues	...	6,30,198
From District Funds	...	4,49,646
From Municipal Funds	...	1,44,831
From Endowments	...	13,873
From School Fees	...	1,20,611
From other sources	...	2,25,122
Total	...	15,84,281

The various objects were:—

			Distributed between	
			Government Institutions.	Aided Institutions.
		Rs.	Rs.	Rs.
University Education	...	84,667	63,667	21,000
Secondary Ditto	...	3,16,295	2,25,594	90,701
Primary Ditto	...	6,07,284	4,04,280	2,03,004
Special and Technical Ditto	...	1,12,017	86,220	25,797
Scholarships	...	1,10,117	97,468	12,649
Buildings and Miscellaneous	...	1,84,263	1,80,647	3,616
Total	...	14,14,643	10,57,876	3,56,767
Direction and Inspection	...	1,69,638	...	...
Grand Total	...	15,84,281	...	...

It is noticeable that the expenditure from District and Municipal Funds has risen by Rs. 1,01,571. Under the new financial arrangements, local bodies will assume responsibility for further educational expenditure aggregating about 2½ lakhs, and will be simultaneously relieved of equivalent Police or other contributions.

5. The Introduction to the Report, extending to 173 paragraphs, is mainly taken up with a defence of the existing system of the Punjab Education Department. The Director contends, first, that, in certain matters, the statistics of education in the Punjab compare favorably with those of several other Provinces; and, secondly, that the spirit of the Education Despatches of 1854 and 1859 has nowhere been more strictly observed. As regards the first point, the figures adduced possess considerable interest, and will be noticed immediately. On the second point, the Lieutenant-Governor will reserve his opinion, except in so far as it may be necessary to express it for the purpose of guiding the course which should now be followed by the Department. It is a chief duty of the Education Commission to inquire into the manner in which effect has been given, in the various Provinces of India, to the principles of the Despatch of 1854; and there would be no advantage in announcing, by anticipation, any verdict on the questions thus in issue.

On the contrary, the Local Government will be in the best position to come to a sound conclusion in the matter when it shall have been favoured with the views of the Commission upon the whole evidence which they have collected.

6. The comparative statistics above mentioned are directed to show that Primary Education has received at least as great a share of attention in the Punjab as in many other parts of India. The leading results may be brought together as below :—

Province.	Percentage of Provincial Educational expenditure devoted to Primary Education.	Average cost of educating each student in Government Primary Vernacular Schools.		Percentage of Scholars in Government and aided Primary Schools to population.	
		Males.	Females.	Males.	Females.
		Rs. A.P.	Rs. A.P.		
Punjab ...	19·2	4 4 0	4 6 0	·4692	·051
North-Western Provinces and Oudh.	13·4	4 5 0	5 11 6	·464	·019
Central Provinces ...	17·3	5 4 2	8 4 5	·85	·04
Bengal ...	17·9	5 2 4	...	1·09	·03
Bombay ...	24·9	6 0 10	8 15 11	1·09	·065
Madras ...	18·3	5 15 9	10 7 4	·479	·082

It would thus appear that of the British Indian Provinces, excluding Assam, Burma and Berar, the Punjab came, a year or two ago (the figures are for 1880-81), next after Bombay in the proportion borne by expenditure from Provincial Revenues on primary education to such expenditure on education generally; and that in the Punjab boys and girls are educated in Government Vernacular Primary Schools at a cheaper rate per head than in any other of these territories. But neither of these comparisons affords an adequate test; for Provincial expenditure taken by itself is no criterion of educational outlay which has been and is being largely localized, (and, owing to this cause, the Provincial expenditure on primary education has now considerably decreased); while the cost of education per head almost necessarily varies with the average number of pupils attending each school. Of the total expenditure of all kinds on education in the Punjab (Rs. 15,84,281) over 38 per cent (Rs. 6,07,284) is on primary education. This proportion is higher than in Bengal, where the outlay in 1880-81 was 27·4 per cent. on the like total. The gross amount, however, there spent on primary instruction was much larger than in the Punjab, being Rs. 16,01,819. And in several parts of India the proportion borne by the sum expended on primary education to the aggregate educational disbursements stands at a much higher figure than in this Province; as, for instance, at 46·25 per cent. in the Central Provinces, 46·28 per cent. in the North-Western Provinces and Oudh, and 45·90 per cent. in British Burma. But perhaps the comparison of attendance with population is the most certain guide to the actual state of the facts; and here the Lieutenant-Governor concurs in the opinion apparently entertained by the Director, that the results are not satisfactory. In the population columns of the above statement the Punjab takes the third place as regards female education, being next after Madras and Bombay; but in the matter of the primary education of boys it is last of all, with the exception of the North-Western Provinces and Oudh, the latter falling below it by a difference of five in the third place of decimals. Primary instruction can by no means be said to be established on a sufficiently wide basis when less than $\frac{1}{2}$ per cent. of the population is under instruction in Government and Aided Schools. If Government

Primary Vernacular Schools be taken alone, it is observed that there are 1,289 of such institutions; while, according to the returns of the recent Census, there are 34,324 towns and villages in the British Punjab. Assuming for the moment that the success hitherto attained is to be judged by the principle mentioned in the Report, and stated in paragraph 50 of the Despatch of 1859, namely, that "the means of elementary education should be provided by the direct instrumentality of the officers of Government," it must be admitted that comparatively little has been done so long as there is only one Government Vernacular Primary School to every 26½ villages and towns in the Province.

7. The Director holds (paragraph 89) that a very large extension of primary education is possible at the present time, and (paragraph 173) that, owing to the flourishing condition of Vernacular Middle Schools (the attention hitherto bestowed upon secondary education having insured a good supply of teachers and local inspectors), the Punjab enjoys exceptional facilities of recent growth for the attainment of this object. Sir Charles Aitchison is particularly glad to receive these assurances; for, whatever be the correct construction of disputed passages in the Despatches of 1854 and 1859, and however suitable past measures may have been to the exigencies of past times, he is convinced that a very considerable extension of primary instruction has now become the first educational requirement of the Punjab. In his view, the dissemination of the simplest elements of instruction must at present be regarded as perhaps the most important aim of educational policy. Under a settled Government peasants unable to read, write or reckon, easily fall the prey of designing men who have these advantages over them. To extend primary education and to aid in removing artificial obstructions to the rise of natural ability from all ranks of the people, even the lowest, and without distinction of caste, race, colour or creed, is, in the Lieutenant-Governor's opinion, one of the first duties of Government after the protection of life and property. Not only must primary education be the shield of the poor in days of government by fixed rules of law; but it must now also become in the Punjab a chief instrument of progress towards certain public objects never more distinctly recognized than at the present time. The system of local self-government, the principle of popular election, and the encouragement of private enterprise and diversity of pursuit,—all presuppose that the mass of the population will be gradually enfranchised from gross ignorance, and will, by degrees, attain at least that elementary knowledge which, as society settles, becomes one of the first conditions of self-defence, self-reliance, self-help, and self-advancement.

8. Sir Charles Aitchison would therefore inquire by what means primary education may best be extended and improved throughout the Province. The attitude assumed by the Director, in paragraphs 67, 68 and 69 of the Report, seems to the Lieutenant-Governor to be one of too much passivity. Doubtless the small proportion of the population that is under instruction is matter for regret; and in the Punjab it is true that Vernacular Schools, Middle and Primary, are almost entirely supported from District and Municipal funds and fees. The Educational Department cannot force local bodies to open new Primary Schools; but it can urge upon local bodies attention to local educational needs which local interest may be apt to ignore; it can devise general measures depending for their fulfilment upon local enterprise and activity; it can counteract local apathy by frank and well-timed advice; and it can bring to the criticism of local proposals experience generalised from a consideration of the varying circumstances of the Province at large. It is no part of the scheme of local self-government that any central educational authority should abdicate such functions as these. If it be the fact, as stated in the Report, that "all the leading members of the community in town or country who take any interest in education desire the establishment of schools for secondary education near their own homes in preference to the maintenance of additional Primary Schools in other localities," and that local bodies, if left to themselves, would greatly multiply the number of Middle Schools at the

expense of primary education, then here is a case in which, (the local interest of individuals often conflicting with the general interests of the country,) the necessity for some judicious interposition is clear. It is not enough to state that this tendency on the part of local committees has often been checked by the Educational Department. It is the business of that Department to devise some permanent plan which, while avoiding undue limitations upon local action and initiative, will nevertheless protect the general interests from neglect.

9. Sir Charles Aitchison then looks to the Director for cordial and strenuous aid in the extension of primary instruction. It will rest with the Director to submit detailed proposals; but the Lieutenant-Governor would specially seek his advice and opinion upon two matters which are of great consequence to future educational progress. These are: (1) the utilisation of indigenous schools, and (2) the revision of the grant-in-aid system.

10. The Director, while considering that District Funds should be enabled to contribute more largely to the maintenance of Primary Schools in villages, and holding that the amount now available for this purpose is totally inadequate, yet evidently favours the practice, hitherto followed in the Punjab Education Department, of converting indigenous schools into Government schools and otherwise increasing the number of Government institutions. He is not disposed to advocate the improvement of indigenous schools by the distribution of grants-in-aid on a large scale at the cost of local or other revenues. This plan is said to have failed more than five and twenty years ago in the North-Western Provinces; reliance is placed on the opinion of the Secretary of State, expressed in 1859, that the grant-in-aid system, as then in force, was unsuited for the provision of popular education; and lastly, it is suggested that, if the best Persian and commercial schools already absorbed in the Government system and the mass of Koran or traders' schools, where secular instruction is either altogether absent or if present is purely technical or quite worthless, be deducted, a mere handful of pupils remains, amongst whom there will be some engaged upon Vedic recitations or such unprofitable pursuits as fortune-telling or astrology.

11. As regards the alleged failure of grants-in-aid to indigenous schools in the North-Western Provinces, it may be said that, first attempts being often unsuccessful, a single miscarriage of a social experiment is rarely a valid argument against its being tried again; that if the reference be to the grant-in-aid system technically so called, this had, in the language of the 36th paragraph of the Despatch of 1859, "up to the time of the mutiny been applied" in the North-Western Provinces "only to a few schools affording a superior education;" that if nevertheless the instance be admitted, it is inconclusive so far as it relates to the regular grant-in-aid system, because that system is acknowledged to have been unsuited for Vernacular Schools; and finally, that there are subsequent instances in other parts of British India, as, for example, in Bengal, where the plan of grants-in-aid to indigenous schools has been worked, to say the least, in a fairly satisfactory manner, and notably in British Burma, where it has been attended with singular success. The importance of this system in the latter Province is apparent from the fact that out of the total educational grant from Provincial revenues amounting to Rs. 3,95,000 in 1881-82, more than 13 per cent., or Rs. 52,000, formed the allotment for the aid of indigenous primary schools.

12. To the principle of absorbing indigenous schools or any other private institutions founded and maintained by private effort amongst the departmental establishments, Sir Charles Aitchison is very strongly opposed. Such a course obviously conflicts with the main idea which animates the Despatch of 1854, that, namely, of promoting self-help in popular education; and, in the interests of original enterprise, of mental activity, of diversity of occupation, of that variety in national life which is at once the sign and the stimulant of progress, it is in the last degree objectionable that all educational institutions should be cast in one mould and that mould a departmental one. The Government

has neither the funds nor the machinery to undertake the whole vernacular education of the people; and could it grapple effectively with so vast a task, its very success would be disastrous to social advance and independence of character. On the other hand, altogether to ignore the indigenous schools, is sheer waste of so much educational material. Were the schools known to be highly efficient and conducted on sound principles, then the more they were left alone the better both for the pupils and the country. But here the contrary is alleged and, no doubt, truly alleged by the Director. In the mass of such schools, it is represented the instruction given is extremely inefficient. That is no reason for neglecting the schools or for excluding them from the computation of our educational resources. It is a reason for examining more closely the actual character of the schools, and for offering masters and parents and boys the means and the motives for improvement.

13. The first step will be to ascertain the locality, class and condition of the indigenous schools; and here the results of the inquiry upon which Dr. Leitner has been for some time engaged will be very valuable. Statistics on the subject have not been entered in the annual reports since 1878-79; and it appears from paragraph 123 of the Report under review that there were, at the close of that year, 4,662 indigenous schools in the Province containing 52,027 scholars. Estimates will, of course, vary with the accepted definition of an indigenous school; but the Lieutenant-Governor has been informed that (excluding the Peshawar District) there are at present 6,362 such schools in the Punjab with 86,023 pupils, the supposition being that the district reports of 1878-79 were not exhaustive. Whatever be the exact numbers of the pupils and schools, it is, in the Lieutenant-Governor's opinion, manifest that a wide field here exists for work in the cause of education. Full information should be collected district by district as to the places where the schools are to be found, the names of the leading teachers, the subjects of instruction, and other particulars. These district returns should be laid in each case before the District Committee or Local Board concerned, and each Committee or Board should be asked what it would propose to do in the way of developing the schools within its jurisdiction and improving the matter and modes of instruction.

14. It is by no means to be wished that help should be afforded through any single channel shaped always in one mould. Suggestion, advice, local inspection, the loan of the services of school-masters sometimes for full payment sometimes on the principle of sharing the salary sometimes gratuitously, the offer of inducements to compete in public examinations for scholarships or certificates, and regular systems of grants-in-aid either for starting new schools or maintaining old ones, are expedients which might be tried some in one place and some in another. Local bodies, with the assistance of Government officers, should devise for every district a complete scheme of primary instruction based on the principle of raising the indigenous schools to a higher level without destroying their strictly primary and elementary character, and of founding new schools to be formed in part or altogether by voluntary effort, and, if partly maintained from public funds, to be so conducted that there shall be no obstacle to their relinquishment, when in a sound and flourishing condition, to voluntary support. When local committees are able to shew that their means are insufficient for effective action on these lines, the Lieutenant-Governor will be prepared to consider the propriety of increasing the funds at their disposal by diminishing the contributions they at present make to Provincial revenues.

15. Coming now to the question of revising the grant-in-aid rules, the Lieutenant-Governor remarks that the two principal reasons stated in the Despatch of 1859 for deeming the present system unsuitable for the promotion of vernacular education are: (1) that the value of education is unfelt by the mass of the people, who are therefore unwilling to pay for it; and (2), that to solicit contributions which are either given grudgingly or altogether refused, is an onerous, undignified and invidious task for the officers of Government.

Both of these objections at once fall to the ground if the connection between grants-in-aid and the amount of the school funds or fees is entirely severed. This severance can be effected with ease if the principle of payment by results be adopted, capitation fees at so much for each pupil passed being granted according to the results of public examinations. Whether it is necessary to impose, as an essential condition of the payment of the fees, that the schools receiving them shall be open to local inspection, is a question on which the Lieutenant-Governor would, at present, pronounce no decided opinion. Much will depend upon the nature of the inspection. It is important that ascertained results should be satisfactory; but provided this point is secured, the Lieutenant-Governor is disposed to think that the fewer limitations and conditions imposed upon the free development of various kinds of private schools in accordance with the diverse wants of different parts of the country the better. At the same time it may be freely admitted that private vernacular schools would in all probability greatly benefit by local inspection conducted less with the view of exacting conformity to fixed departmental models than of testing results and affording advice; and that where no objection to such inspection is raised on religious or social grounds, it should be fully and freely resorted to.

16. Other reasons might be stated for the proposal to introduce in the Punjab the system of payment by results. In the first place, there is already much experience in its favor: in Bengal it has practically superseded the older arrangement of fixed stipends, and is now in force, more or less completely, in all districts except five; and it has been the foundation of the success attained in dealing with the lay and monastic schools which are indigenous in Burma. But, putting aside conclusions drawn from other Provinces, the Lieutenant-Governor sees in this system the only practicable method of securing the growth of primary education in a manner which shall correspond with, and, as far as possible, spring out of the wishes of the people. If education is to be diversified and free, it is necessary to draw a clear line between popular and departmental instruction. The population is composed of various races and classes speaking different vernacular languages or dialects and accepting different creeds. Most or all of those who want their children educated wish them to have the benefit of religious teaching. Some prefer one dialect or written character or tongue, and some another. Many would choose mere technical training in mental arithmetic and banker's accounts. Now the Lieutenant-Governor holds that these preferences should by no means be ignored. While maintaining the traditional or specialized or religious character of the indigenous institutions, and avoiding for the mass of students any course of instruction which would generate in their minds a distaste for their walk in life, Sir Charles Aitchison would add some of the first rudiments of a liberal education to the technical acquirements or religious knowledge gained in the *Gurmukhi* or *Mahajani* schools, in the *maktabs* or *patshālas*. But the Government, unable to take part in direct religious teaching, or to frame a system of education graduated up to the University standard on a miscellaneous assortment of dialects, must maintain the policy of religious neutrality, and must necessarily promote, as far as it can, uniformity in the language and written character employed. Hence it is that the Government schools are essentially secular institutions, and that the vernacular which is taught in them is and for the most part must of necessity be, in this part of India, Urdu. Thus there arises a divergence between popular sentiment and departmental tendencies, which should be recognised in the educational arrangements of the Province. The only practicable way to meet this difficulty, the outcome of diversity in language and religion, appears to the Lieutenant-Governor to be the offer of grants-in aid. We cannot establish religious schools or schools for instruction in a number of dialects; but we can rightly help the people if they choose to establish such schools for themselves. The mode of affording help is, however, a matter of much consequence. Under the plan of fixed payments proportioned to private resources, and granted and continued on condition of a sort of

efficiency of which departmental inspection and opinion are the sole tests, it is reasonable to suppose, what experience indeed may perhaps be said to have demonstrated, either that no schools will be held to be eligible for grants-in-aid unless they approach more or less closely to the departmental type, or that aided schools will always tend more and more to resemble Government schools. In either case the growth of aided education may cease to follow genuine popular wants, and may become the exotic production of a foreign system of administration. But, on the adoption of a system of payment by results, the Government at once steps into that position which it can properly fill, while, at the same time, obstacles to the natural evolution of popular instruction are avoided. The Government desires to add certain educational attainments to those which are spontaneously sought by the people, and it pays in proportion to the diffusion of these attainments, and on proof that such diffusion is real, the proof being afforded by the test of examinations. On the other hand, the Government has no concern with any subjects taught except those which are the subjects of the public examinations, and religious instruction may thus be freely given in the schools which provide the candidates. Nor need the Government concern itself with the medium of instruction in the indigenous vernacular schools; for ability to read from a printed book, to write sentences from dictation, and to work simple sums in arithmetic may be tested as well in one language or dialect as in another. It may be matter for consideration whether the payment should be made to the teachers only or to the pupils only, or to both. But, for the reasons above given, the Lieutenant-Governor is convinced that payment by results in some form is the best, probably indeed the only, solution of the difficulties arising from diversity in language and religion to the spread of primary education amongst the masses of the people.

17. There are other points in which the present grant-in-aid rules appear to the Lieutenant-Governor to be defective. It has been justly observed that the conditions of Article III, clauses (1) and (2), requiring the school to be already under competent management, and supplied with an adequate staff, go far to be prohibitory. They pre-suppose the existence of a state of efficiency which it should be the object of the grant-in-aid to produce; and if, on the other hand, the grant is to bear any relation to the funds subscribed, it is needless to require that the latter should be stable, because, on the subscriptions ceasing, the grant ceases likewise. Under a system of payment by results, it would be unnecessary to inquire whether the "extended operations to be brought into play by Government assistance" were "justified by the wants of the locality." The operations would spontaneously adjust themselves to requirements, the existence of a school sending up pupils for public examinations being sufficient evidence that the school meets a local need. The statement of various particulars required by Article IV might also well be dispensed with. A list of books studied might be taken for information, and inquiry might be made as to the standard up to which it was proposed to teach. But the facts thus ascertained should, in the Lieutenant-Governor's opinion, in no way affect the grant of the capitation fees; and the details as to private resources, the number and names of the teachers, the size of the school building, the school regulations and the like, might be foregone. For statistical purposes, however, a return of the average attendance might be useful. It may be noted in passing that these remarks apply principally to grants-in-aid to boys' schools. The grants to female schools probably require at least for the present to be put on a distinct and even a more liberal footing.

18. The Lieutenant-Governor would be quite prepared to find that rules of exactly the same type would not be equally suitable for institutions of all classes in different parts of the Province. The first thing to do is to revise the provincial rules. This done, allowance might be made for local variety. In the legislation which will be undertaken to promote the scheme of local self-government it is purposed that District Committees and Local Boards

shall, in certain cases, be empowered to frame bye-laws. It might also, perhaps, be arranged that Local Committees should frame their own grant-in-aid rules subject to the sanction of the Local Government. If any such idea were ultimately adopted, the provincial rules would be the general basis, and modifications would be introduced to suit the wants of particular localities. Grants-in-aid for which local bodies will become responsible under the new financial arrangements would continue to be governed by the provincial rules as finally amended. But in the case of fresh grants-in-aid made hereafter from local resources, there might be no objection to imposing such conditions or authorizing such relaxations of rule as local bodies might desire and as were not opposed to the general principles approved by Government.

19. As the Senate of the Punjab University is with the Educational Officers of Government the consulting body on all matters of instruction, including primary education, the Lieutenant-Governor wishes the Director to bring the suggestions made in the foregoing paragraphs, together with his own reports thereon, to the notice of the Senate, with a request for their advice. The two matters, *viz.*, the promotion of primary instruction and the revision of the grant-in-aid rules, may, if necessary, be dealt with in separate papers. On both the Lieutenant-Governor will be glad to be favoured with the views of the Senate, which he proposes to await before issuing any positive instructions or submitting a new draft of the grant-in-aid rules for the sanction of the Government of India.

20. The only other new and important questions of principle which the Lieutenant-Governor proposes to discuss in this Review relate to the grant of scholarships and to the transfer of certain examinations to the University. These subjects will be dealt with in connection with the relevant passages in the Report; and some remarks will be made upon the salient features of the educational history of the year.

21. *University Education.*—The passing of the University Act belongs to the record of events in 1882-83; but the Lieutenant-Governor takes this opportunity of congratulating all classes in the Punjab who are interested in education on the recent attainment of an object which has long been desired. The passing of the Act is, indeed, much more than the welcome consummation of the labours and hopes of many years. It is also a guarantee that, notwithstanding the increased attention to be given to primary education, the interests of the highest form of education, English and Oriental, will be fully cared for.

22. The Lieutenant-Governor would here repeat the hope which he has expressed elsewhere, that the Senate will assume the position of a Board of Education for the Punjab; and he believes that it will illustrate in its proceedings and functions the accepted principles of local self-government, and that it will give him the important aid which its popular constitution enables it to afford, both in widening the spread of popular education and in fostering self-help in matters of education amongst the people of the Province.

23. In particular, the Lieutenant-Governor would be glad if the Senate would favour him with its opinion as to the desirability of transferring the Middle School examinations from the Educational Department to the University to be conducted henceforward by examiners appointed by the latter. In England the middle class examinations have for some years past been conducted by the Universities, to the great advantage of secondary and higher education. Sir Charles Aitchison himself is in favour of this measure, which would constitute a distinct advance towards the place which the University is destined to occupy. The time may not yet have come to make over the Primary examinations to the University, but this step might follow hereafter. The Director has pointed out that the pupils from Government schools succeed better in examinations, and particularly in the Punjab and Calcutta Entrance examinations, than boys from aided schools; and he ascribes the circumstance,

not to inferior instruction in Mission High Schools, but to the lower attainments of students admitted to such schools, due to want of proper supervision and control over the elementary classes. The inferior success of aided schools is apparent in the other examinations also, with the exception, on the last occasion, of the Upper Primary School examination. The Lieutenant-Governor acknowledges the care and absolute impartiality with which the examinations are conducted; still he cannot altogether avoid the impression that even under the most favorable circumstances aided schools must be at a disadvantage in competing in such examinations with Government Schools which are under the direct control of Departmental Officers and compelled in all respects to conform to definite lines on which the examinations are likely more or less to run. The transfer of Government Schools to local management, and of the examinations to the University, would, at all events, remove this difficulty and, indeed, it will probably be admitted on all sides as a matter of principle that the more complete the severance of the examiners from the teaching staff or from the staff which immediately guides the teachers, the greater is the confidence likely to be felt in the results of the examinations.

24. There were 243 candidates for the Punjab Entrance Examinations held in May 1882, and of these 73 were successful. The total number of candidates who went up for both the Calcutta and the Punjab Entrance examinations in 1881-82 was 312, of whom 115 passed. Owing to a change in the dates fixed, the Proficiency and High Proficiency Examinations of the Punjab University College were not held during the official year under review. Fourteen students passed the Proficiency Examination held in May 1882, as against 16 in November 1880. There was an improvement in the numbers of successful candidates for examination in Law. In the first examination 48 succeeded out of 105; and in the final examination 35 passed out of 65 candidates. In the previous year 25 passed the former, and 28 the latter examination.

25. *The Central Training College.*—This institution undertakes to train students, both in English and the Vernacular, for teaching and school management in the middle and high schools of the Province. The number attending the college varied during the year, but may be taken at 60, the classes consisting of picked men who have gained Normal School certificates, of students who have passed different examinations of the Punjab University College, and of teachers sent in from schools. The institution was not properly organized till towards the end of 1880-81, and 1881-82 was the first year of its regular working. The failure to open a connected model school necessarily made practical lessons in the art of teaching a weak point, and is much to be regretted. Steps have been taken to make the building of the old Anarkali Girls' School available for this purpose as soon as possible. The Training College is now accommodated in a wing of the Government College building; but it has been proposed to construct a new building for it elsewhere, and to transfer the control of the institution to the Senate of the University.

26. *Secondary Education.*—At the close of the year the number of schools for the secondary education of boys had risen from 225 in 1880-81 to 227. The average attendance increased from 4,895 to 5,231; and by the end of May, after the removes from primary to secondary schools, which are now made in April, the number on the rolls was 7,462. The middle school course, extending over three years, begins with the upper primary school examination and ends with the middle school examination; the high school course, following on the latter examination, lasts for two years and finishes with the University Entrance Examination. The results of the last middle school examination were satisfactory. The successful candidates numbered 1,073, as against 886 in 1881. Of the 227 schools for secondary education, 101 are English, including 23 high schools, each with a middle school attached, and 55 middle schools unattached to high schools; the remaining 126 are vernacular middle schools, with the exception of one vernacular high school at Jullundur. The institu-

tions for the secondary education of girls are the Auckland House Girls' School and the Alexandra Girls' School at Amritsar. The latter has been organized by the Church Mission for the education of the daughters of Native Christians of the higher class.

27. *Primary Education.*—During the two years 1877 and 1878 the number of boys attending primary schools was approximately 96,263. In the next two years the numbers fell off by about 12,000, standing at some 84,500. The decline, as already mentioned, was due to reductions for want of funds, to sickness, and to the war. The deficiency has now been nearly made good, the number of pupils at the end of 1881-82 having risen from 88,915 to 93,919. The total of primary schools for boys increased by 2 only; and the different institutions are thus classified :—

		Number.
1.	Government Vernacular Primary Schools ...	1,289
2.	Government English Schools ...	115
3.	Aided English Schools for Natives ...	83
4.	Aided Schools for Europeans and Eurasians ...	6
5.	Aided Vernacular Primary Schools ...	33
	Total ...	1,526

The Government English Primary Schools are so called because English forms a part of the regular course of instruction. It is, however, taught only in the upper division, and is there taught as a language, and is not the medium of instruction. The Lieutenant-Governor is inclined to say that a school should no more be called an English School because English is taught to some of the boys than it should be called a French school if there is a French class in it. But he perceives that the classification follows the rules circulated with the Resolution of the Government of India, in the Home Department, No. 1—2-16, dated the 6th January 1879, and he has no doubt that the point will receive the attention of the Education Commission. The reasons why the number of aided schools is so small, *viz.*, 122 only, are explained in the Report. The Lieutenant-Governor, having stated his wishes for the future, thinks it is unnecessary to enter further upon this subject at present. In the Primary School Examinations 11,821 boys were successful, as compared with 10,795 in the previous year. The number of primary schools for girls was 4 less than 1880-81, the classification being :—

		Number.
1.	Government Vernacular Primary Schools ...	145
2.	Government English Schools ...	1
3.	Aided English Schools for Natives ...	3
4.	Aided Schools for Europeans and Eurasians ...	9
5.	Aided Vernacular Primary Schools ...	159
	Total ...	317

Here the proportion of aided schools, the aided vernacular schools being more numerous than the Government vernacular schools, is much more satisfactory than in the case of boys' schools. The aided vernacular schools include Society for the Propagation of the Gospel and Baptist Mission zanána classes, Mission Schools, schools under local committees at Amritsar and Lahore, and Bedi Khem Singh's schools in the Rawalpindi and Jhelum districts.

28. *Industrial Schools.*—The Mayo School of Industrial Art continues to do useful work. The students learn drawing, geometry, carpentry, moulding, wood-engraving, lithography, gesso-work, and decoration. There were 43 pupils on the rolls. The regular course was interrupted by the Punjab Exhibition, which, however, testified to the excellent influence of the School, and stimulated alike the tastes, knowledge and enterprise upon which the

future of industrial art in the Province depends. Local artisans recognise the school as an authority, and it has received much encouragement from the South Kensington Museum, which has made upon it a standing annual indent for reproductions. At Delhi there is an aided Industrial School under the Society for the Propagation of the Gospel Mission, where 27 women are taught lace-making and various kinds of work. At Hoshiarpur there is a school of weaving and carpentry, with 31 pupils; at Kasur, a school of weaving, carpentry, saddlery and tailoring, the pupils numbering 56. There is also an aided Industrial School, with 14 pupils, attached to the Agri-Horticultural Society's Garden at Lahore. It is to be hoped that industrial schools will gradually multiply as social needs and means develop, and as pursuits and modes of education become more and more diversified.

29. *Other Technical Schools.*—The Lahore Medical School contained 138 pupils, an increase of 23. Ten passed the first, and 4 the final examination in Medicine of the Punjab University College. Ten succeeded in the examination for the rank of Hospital Assistant. The Lieutenant-Governor considers it of great importance that an effort should be made to extend the usefulness of the medical school in training native nurses. The establishment of female medical schools would do much to alleviate the sufferings of women who are at present cut off by social habits and caste prejudices from medical relief. Of the 3 Government Normal Schools for the training of village schoolmasters at Delhi, Lahore and Rawalpindi, only 1, that at Delhi, as yet possesses a Model School. It is desirable that Model Schools should now be organized at Lahore and Rawalpindi without delay. In the remarks of the Director upon the Christian Vernacular Education Society's Aided Normal School at Amritsar, the Lieutenant-Governor fully concurs. It is certainly right that efforts should be made to extend the operations of this institution, to increase the number of men annually trained in it, and to enable it to supply trained masters to all Mission Schools. The Lieutenant-Governor hopes that the arrangements contemplated for the grant of Departmental certificates to the men qualified to hold them will soon be carried out. A special report should be submitted on the school, with proposals in the above sense. A report is also required on the Lahore Aided Normal School for native schoolmistresses, where it appears that some of the women have grown old as pupils.

30. *Scholarships.*—In paragraph 5 of the third local self-government Resolution, *viz.*, No. 2419, dated the 7th September last, the Lieutenant-Governor has already laid down the principles that all Government scholarships provided by Provincial Funds shall be awarded for educational qualifications only as tested by open competition; and that close scholarships (*i. e.*, scholarships limited to competitors from particular places or belonging to some particular class) and eleemosynary stipends must be provided (1) by private foundation, or (2) by local foundation out of the resources of District or Municipal Committees or Local Boards. It is proposed to transfer an allotment of Rs. 18,000 for scholarships tenable in district schools to local bodies; and the scholarships provided out of the sum so transferred should be regulated by the Provincial Rules as though they were still paid from Provincial Revenues. There appears to be no objection to this arrangement, as the local bodies concerned will have received a full equivalent in remitted contributions or otherwise. New scholarships hereafter provided by local bodies may be awarded according to the Provincial Rules or according to the wishes of the donors, if not inconsistent with accepted principles, as the terms of the foundation may prescribe. The object which the Lieutenant-Governor has in view is that the path to the highest honors of the University may be opened by a well devised scheme of scholarships awarded by merit at public examinations to boys of whatever class in the Province who have the ability and application to pursue it. For this purpose it is necessary that the number of open scholarships to be awarded in any year should be, as far as possible, fixed beforehand, and that the widest publicity should be given to the conditions of competition and tenure. It is

suggested, therefore, for the consideration of the Director and the Senate, that some such rule as is now in force in respect to the Entrance Examination of the University should be extended to all other public examinations. The rule in question is, that scholarships are conferred on one-fourth of the successful students. Vernacular students are included since last May; and the scholarships are tenable by boys from Government and aided schools in the Lahore Government College and the aided Mission College at Delhi. Similarly, it might be arranged that scholarships should be awarded to a certain proportion, in each case, of the boys who pass the different public examinations, tenable as follows :—

By boys passing	In
1. The Lower Primary School Examination.	1. Any Government or Aided Primary School.
2. The Upper Primary School Examination.	2. Any Government or Aided Middle School.
3. The Middle School Examination.	3. Any Government or Aided High School.

The proportion of scholarships to successful candidates and the value of the scholarships should diminish in proportion to the simplicity of the examination, and both should of course be much less in the case of the primary school examinations than in that of the Entrance Examination. The Lieutenant-Governor is not disposed to restrict scholarships of this class to boys from any particular schools; still less should the grant of them depend in any way upon the means of the parents or the places where they live. Any boy, however and wheresoever taught, winning a scholarship at any public examination should be able to hold it according to his own choice at any Government or aided school in the Province. If scholarships are required for objects other than that of affording every public educational advantage to boys who have the industry and capacity to win it for themselves, such other scholarships should be provided by private or local foundation. Any Provincial scholarships, and scholarships taken over with equivalent means by local bodies from Provincial Revenues, the Lieutenant-Governor would like to see granted on some such principles as are here expressed. He would be glad to receive a full report from the Director as to the practicability of this proposal, its cost, and the manner in which the funds for it could be supplied. On receipt of the report the matter will be referred for the opinion of the Senate.

31. As the Lieutenant-Governor understands, scholarships have, till lately, been tenable by boys and in schools as shewn below :—

Scholarships.	Tenable	
	By.	In.
Provincial ...	1. Boys from Government or Aided Schools alike. 2. Boys from Government Schools only, with special exceptions.	1. Government Colleges only. 2. Government High Schools only, with special exceptions.
District ...	1. Boys of the agricultural class from Government primary Vernacular Schools. 2. Boys as above.	1. Government District Schools, with special exceptions, if the parents wish it. 2. Government Vernacular Middle Schools.
Municipal ...	Boys from Government or Aided Schools alike.	Any High or Middle Schools, Government or Aided.

The Director has explained in the Report how it came to pass that, till this year, scholarships awarded by the Department in accordance with the results of the Middle School Examination were ordinarily neither tenable in Aided Schools nor open to candidates from such schools. As this matter will come under the notice of the Education Commission, the Lieutenant-Governor will not discuss the causes which led to the existence of the rule. He is glad that it has now been altered. Under the revised arrangements, scholarships awarded by competition at the Middle School Examination are open to boys of Government and aided schools alike, and are tenable at any Government or aided High School, at the option of the holder. As already noted, changes in the same direction have been made in regard to the College Scholarships awarded upon the results of the Entrance Examination, these having been thrown open to vernacular as to other students, and being now tenable in an aided college as well as in the Government College at Lahore. In extending the process of opening scholarships maintained from public funds to the freest competition, the Lieutenant-Governor does not anticipate any difficulty from the requirement that District Funds Scholarships should be tenable only by the sons of agriculturists. Scholarships which cannot be supplied by District Funds can probably be provided out of Municipal Funds; and it should be no insuperable task to adjust the expenditure in accordance with the interests of the various local bodies concerned. It was previously suggested that regard should be had to the size and importance of the schools under their care, and to the means at their disposal. But possibly the total population of each town or circle might be a fairer and simpler basis for distribution of charge.

32. *Employment of Students in the Public Service.*—Of students leaving Government and aided institutions during the year 439 obtained appointments in Government service; and of these 159 are employed in the Education Department. The inquiries in progress or in contemplation regarding indigenous schools will probably show that the educational arrangements of the native community adapted themselves naturally to a backward condition of society in which there was little choice of occupations, and the need for learning was felt only by the specialists of particular callings. As there was a time in Europe during which letters were almost monopolized by the ecclesiastics and the lawyers, so here literary education has been little sought except as a means of religious knowledge or a qualification for Government service. Traders, however, have also handed on from generation to generation, the modicum of skill which would suffice, and no more than suffice, for the conduct of business in silver and grain, the two chief commodities of a primitive and agricultural people. No doubt the tradition that schooling leads, or ought to lead, to place is deeply ingrained in the native mind. But there are already signs of the development of new professions; and various walks of life unconnected with the Government, such as Law, Medicine, private tuition, the higher grades of commerce, and perhaps also, in time, Civil Engineering, should show, by degrees, an ever-increasing number of followers. Sir Charles Aitchison thinks that the old tradition is not one which can be healthily maintained. Students should be encouraged to turn away their eyes from the Government Departments, and to recognise the manly independence of commercial and professional pursuits. Educational courses and examinations should be so moulded as to help the growth of a true national life; and it may confidently be believed that the Government will never lack able and honest servants when the community at large prefers self-help to the emoluments of petty office.

33. *Books.*—A new Committee on text books was appointed during the year, and a general meeting was held in May last. Any remarks which the Lieutenant-Governor desires to make on the subject of text books will be recorded in connection with the report of the Committee. The Director is requested to submit a full special report upon the Government Book Depôt, shewing (1) its origin with the reasons for its

establishment; (2) its organization and system of working; (3) the history of its operation; and (4) its financial results. The Lieutenant-Governor understands, from paragraph 378 of the Report, that the profits up to the end of March 1882 are represented by the sum of Rs. 1,17,974,* though some deduction should be made from this amount, because the nominal value adopted for stock is greater than the actual value. He doubts, however, whether the maintenance of such an institution on its present footing is consistent with the policy of encouraging private enterprise; and he wishes the matter to be examined from this point of view.

	Rs	As	P.
Outstandings less debts,	17,248	5	0
Tools and plant ...	21,378	12	7
Stock ..	79,347	5	8
Total	1,17,974	7	3

34. *Miscellaneous.*—With regard to paragraphs 146—148 of the Report, the Lieutenant-Governor does not think that Government High and Middle Schools should be closed to clear the field for Missionary efforts. He quite agrees with the Director in the opinion that there ought to be a considerable diversity in the management of schools of all classes, that a healthy spirit of rivalry does good, and that it is an advantage to be able to institute comparisons between schools of different kinds. The plans mentioned in paragraph 165, *viz.*, (1) for opening collegiate departments in High Schools, and (2) for opening High School Departments in District Middle Schools, should be carried out as opportunities offer. The Lieutenant-Governor sees no objection to the system of examination by centres described in paragraphs 188—191. Under existing circumstances, arrangements of the kind are probably inevitable. The suggestion of Mr. Pearson, mentioned in paragraph 195, that some systematic rules should be laid down for the guidance of Tahsildars in connection with educational business, is a good one and should be adopted. The Lieutenant-Governor invites the Director's proposals on the subject. It must be remembered that the Tahsildar will not ordinarily be a member of the Local Board primarily charged with the control of the schools in its circle, and that his inspection and advice should be those of an outside though friendly critic. Probably he should be required to visit the schools of his tahsil within a fixed time; heads should be laid down for the contents of his reports, and these should be submitted to the Deputy Commissioner, with whom it would rest to bring points deserving attention to the notice of the local bodies concerned.

35. *General.*—The Report is, on the whole, an able and valuable record, and the Lieutenant-Governor is much obliged to the Director for the pains bestowed upon it. The information, however, touching European and Eurasian schools is very meagre, and is nowhere compendiously collected. The plan of the Report, and still more the highly artificial system of classification whereby several departments of an institution which would be termed, in ordinary language, one school are described as several schools, and certain aided schools are called Government schools because they are under the general superintendence of an officer of Government, tend to separate both the narrative of the year's proceedings and the discussions arising out of them from the real life and facts of native society. The Lieutenant-Governor understands that the classification is in accordance with the present rules on the subject, and he will not enter upon any questions as to the principles of the rules or the forms of returns, because the Education Commission will shortly advise upon these matters. But he would be glad to perceive in next year's Report some more vivid reflection of the educational state of the country. He would wish the Director to add to his Report brief papers, by each of the Inspectors, compendiously reviewing the state of education in Government schools, and in aided and indigenous schools, the prospects of educational progress, and the feeling of the native community on educational questions in each District of each Circle. Such memoranda would not add much to the bulk of the Report, but would greatly increase its value; because they would give local application and some life-like colouring to an array of details which are apt to seem bare, abstract and uninteresting when embodied in statistical tables.

36. The thanks of the Lieutenant-Governor are due to the Civil Officers and others named in paragraph 385 of the Report, who have specially exerted themselves in the cause of education. But future lists of the kind should be curtailed. It is an incongruous proceeding for an Inspector of Schools to bring to favourable notice the name of the Commissioner of a Division.

ORDER.—Ordered, that the above Review be printed and circulated with the Report, and communicated to the Director of Public Instruction for information and guidance, and to all Commissioners and Deputy Commissioners, and to the Senate of the University, for information.

Also, that it be published in the *Punjab Government Gazette*, and that a copy be forwarded for the information of the Government of India in the Home Department.

By order of the Hon'ble the Lieutenant-Governor,

C. L. TUPPER,

Junior Secretary to Government, Punjab.

Printed at the Punjab Government Civil Secretariat Press, Lahore.—10-12-82.—260.

REPORT ON THE STATE OF EDUCATION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR 1881-82.

CHAPTER I.

INTRODUCTION.

General statistics.

1. In the statistical returns for the past year the following educational institutions are included: an Arts College, 24 High schools, 203 Middle schools, 1,526 Primary schools, a Training College, a School of Art, a Medical school, 4 Normal schools, and 3 Industrial schools for males; and 1 High school, 2 Middle schools, 317 Primary schools, 4 Normal schools, and an Industrial school for females. The Oriental College maintained by the Punjab University College is not shown in the returns.

Increase and decrease in number of schools.

2. There has been an increase of 2 High schools, 2 Primary schools, and 1 Industrial school for males; and of 1 High and 1 Middle school for girls, whilst the number of female Primary schools has been reduced by 5 and of female Normal schools by 1.

Number of scholars in educational institutions.

3. The Lahore Government College contained at the close of the year 103 scholars, High schools contained 502, Middle schools for boys 5,418, Primary schools for boys 93,919, the Training College 58, the School of Art 43, the Medical school 138, Normal schools 220, and Industrial schools for males 101. In the High school for females there were 4 scholars, in Middle schools 13, in Primary schools 9,739, in Normal schools 142, and in the Industrial school 27. Institutions for the general education of males contained on the whole 99,942 scholars, and those for special and technical education 560. Institutions for the general education of females contained 9,756, and those for special and technical instruction 169 scholars.

4. There has been an increase of 9 scholars in the Lahore Government College, and of 91 in High schools. In Middle schools there was an apparent falling-off of 372. This was due solely to a change in the date on which promotions are made in Government institutions from Primary to Middle schools. Formerly this took place before the end of the official year; now it takes place after its expiration. At the end of May the number of students in Middle schools had risen to 6,854, or 1,436 more than the number in attendance at the close of 1880-81. In Primary schools for boys there was an increase of 5,724. In female schools for Secondary education the number of scholars has risen from 9 to 17, and in female Primary schools from 9,686 to 9,739. The total number of scholars attending educational institutions of every description has risen from 104,923 to 110,427.

Increase and decrease in number of scholars.

5. Of the scholars attending educational institutions of all kinds, 827 are Europeans and Eurasians, 651 Native Christians, 56,372 Hindus, 41,900 Muhammadans, 9,690 Sikhs, and 987 belong to other denominations. There has been an increase in every case except amongst Europeans and Eurasians.

Classification of scholars in respect to creed.

6. 447 out of the scholars attending High schools for boys are taught through the medium of English, and 55, who do not learn English, through the medium of the Vernacular. English Middle schools for boys contained at the close of the year 2,714 scholars, and Vernacular Middle schools 2,704. English Primary schools for boys contained 23,278 boys, and Vernacular Primary schools 70,641. In Government English Primary schools the English language is taught in the upper division only, *i.e.*, in the two highest classes, and in these the Vernacular is still the medium of instruction. In Mission schools English is sometimes taught at an earlier stage. The number of boys in Primary schools actually learning English at the close of the year was 7,956. On the whole 11,110 boys are taught the English language. In female schools 628 scholars learn English, the majority of whom are Europeans and Eurasians.

Number of scholars learning English and the Vernacular.

7. Of schools for the Primary and Secondary education of males 1,593 with 89,368 scholars are Government institutions, and 160 with 10,471 scholars are Aided institutions. Of female schools, 146 with 3,870 scholars are Government, and 174 with 5,886 scholars are Aided.

Government and Aided schools, and scholars contained in them.

Institutions for technical training.

8. Of the institutions for special and technical training, the Training College, the School of Art, the Medical school, three of the Normal schools for masters, and two of the Industrial schools for males are Government institutions; and one Normal school for masters, the Normal schools for mistresses, one Industrial school for males, and the Industrial school for females are Aided.

Results of examinations.

9. The following table shows the results of the prescribed examinations as compared with those of the previous year*:—

				Number passed in 1880-81.	Number passed in 1881-82.
Primary School Examination	Lower	Boys		7,110	7,607
		Girls		110	107
	Upper	Boys		3,685	4,214
		Girls		34	29
Middle School Examination	Anglo-Vernacular			454	515
	Vernacular			432	548
Do. Do. for Europeans †	Boys			...	‡ 10
	Girls			...	4
Entrance Examination	Calcutta University			61	55
	Punjab University College	English		41	63
		Vernacular		27	10
First Arts Examination	Calcutta University			7	8
Proficiency in Arts Examination	Punjab University College	English		11	...
		Vernacular		5	...
Bachelor of Arts Examination	Calcutta University			6	2
High Proficiency in Arts Examination	Punjab University College	English		4	...
		Vernacular		2	...
Master of Arts Examination	Calcutta University			...	...
Honors in Arts "	Punjab University College			1	1

* The results of the Middle school examinations held in April 1881 and April 1882 have been shown, and the Entrance examination of the Punjab University College held in May 1881 and in May 1882. The Proficiency and High Proficiency examinations were not held during the year, but 14 students passed the Proficiency examination held in May 1882. The High Proficiency examination was deferred to a later date.

† The Middle school examination of European schools was held in September 1881.

‡ Includes 3 boys who passed from the Lahore High School in April 1882.

Financial statistics.

10. The total expenditure on education was Rs. 15,84,281. Of this amount, Rs. 6,30,198 were paid from Provincial Revenues, Rs. 4,49,646 from District Funds, Rs. 13,873 from the proceeds of endowments, Rs. 1,20,611 from school fees, Rs. 1,44,831 from Municipal Funds, and Rs. 2,25,122 from other sources. In the latter item is included private income of every kind, such as fees, subscriptions and the proceeds of endowments, and money realized by the sale of books. The percentage on the total expenditure was 3·02 per cent. for the Lahore Government College, 19·96 per cent. for Secondary education, 38·33 per cent. for Primary education, 8·07 per cent. on institutions for special and technical training, 4·37 per cent. on scholarships for general and 2·58 on scholarships for technical education, and 10·71 per cent on direction and inspection. The balance of 12·96 per cent. was expended on the grant to the Punjab University College, the Book Depôt, and miscellaneous expenses. The expenditure on the Book Depôt is merely nominal, being recovered by the sale of books.

Comparison of expenditure in 1880-81 and 1881-82.

11. The expenditure shown in the returns for 1880-81 was Rs. 13,92,534, so that there has been an apparent increase of Rs. 1,91,747. Out of this amount, however, Rs.1,18,542 are on account of building charges, and Rs. 13,506 on account of scholarships to students attending the Medical school, neither of which items was included in the returns for 1880-81. This leaves a balance of Rs. 59,699 to be accounted for. The principal heads under which an increase of expenditure has taken place are the following :—

Central Training College, organized towards the close of 1880-81, Rs. 11,723; High and Middle schools for boys Rs. 10,343, due chiefly to the purchase of books for libraries and additional expenditure on establishments from fees and Municipal Funds; Primary schools for boys Rs. 8,415; English schools for girls Rs. 16,884, chiefly in schools for Europeans and Eurasians; Medical school Rs. 5,243; scholarships in the Central Training College Rs. 8,143, and scholarships in schools for general education Rs. 7,616. There have been some minor changes also under other heads involving on the whole a decrease of Rs. 8,668.

Comparison of numbers of scholars in 1865-66, 1870-71, 1875-76, 1877-78, 1879-80, 1880-81, and 1881-82

12. In 1865-66 the educational institutions of the Punjab contained 102,418 scholars, or, deducting 4,780 in Jail schools, which are no longer included in the educational returns, 97,638. Of these, 77,962* were males and 19,676*

* In my evidence before the Education Commission the number of male and female scholars was stated to be 78,042 and 19,596 respectively, 80 students of female Normal schools having been erroneously included amongst male scholars

females. In 1870-71 the number of scholars, exclusive of those attending Jail schools, was 80,625. Of these, 68,636 were males and 11,989 females. In 1875-76 the number had risen to 111,853, of whom 101,217 were males and 10,636 females. The highest attendance was in 1877-78, when the number had risen to 113,208, of whom 102,409 were males and 10,799 females. During the next two years there was a reduction, and in 1879-80 there were 100,442 scholars, of whom 90,608 were males and 9,834 females. During 1880-81 there was an increase of 4,481 scholars, and during 1881-82 of 5,504, so that at the end of the latter year there were 110,427 scholars, of whom 100,502 were males and 9,925 females. If we deduct the students attending the Medical school, which was not included in the returns previous to 1880-81, the total number of scholars at the close of 1881-82 was 110,289, which still falls short by 1,564 of the number of scholars in 1875-76, and by 2,919 of the number in attendance in 1877-78.

Falling-off in the number of scholars on two occasions.

13. It will be seen, therefore, that there has on two occasions been a large falling-off in the number of scholars borne on the rolls of the educational institutions of this Province, and that at the present moment the number of scholars falls somewhat short of the numbers that were in attendance in 1875-76 and in 1877-78.

Reduction of scholars between 1865-66 and 1870-71.

14. We have seen that between 1865-66 and 1870-71 there was a reduction of 9,326 male scholars and of 7,687 females, and it is very desirable that the cause of this reduction should be clearly and distinctly understood.

Explanation of the causes of the reduction.

15. Many of the teachers employed in Primary schools for boys were inefficient, and owing to the low rates of salary that were offered, it was impossible to get good men to take their place. Sir Donald McLeod, then Lieutenant-Governor, recorded his opinion that "as long as the village teacher is paid no better than the lowest menial servant, it is hopeless to expect improvement in this class of schools." Similar views were expressed by Sir Donald McLeod's successors, Sir Henry Durand and Sir Henry Davies. His Honor Sir Charles Aitchison, who, as a Deputy Commissioner, had given special attention to Primary schools, considered that "our efforts should for some years to come be concentrated on the Normal schools with a view to supply an efficient staff of teachers; and it would be well to reduce the village schools to half their present number until we have qualified teachers to fill them." His Honor had found teachers who could not tell the points of the compass on

the map, or do any ordinary sum in compound division; the employment of such teachers he characterized as "a mere frittering away of money," and he observed that he "would rather see fewer schools with better paid and more competent teachers than have on paper a large return of schools where the education given is not worth the name." There was also a reduction in the amount available for expenditure on Primary schools, the savings of the one per cent. cess that had accumulated during previous years having been exhausted.

Under these circumstances it was deliberately resolved to abolish a considerable number of schools with the view of improving those which remained. As a necessary result there was a temporary reduction in the number of scholars on the rolls, though the popularity of the schools and the average number in each school continued surely and steadily to increase.

Female schools existing in 1865-66 owed their existence to a movement set on foot in favor of female education. Nature of these schools.

16. The female schools that existed in 1865-66 owed their existence to a movement that had been set on foot a few years previously in favor of female education, and that had been taken up by the Deputy Commissioners of some districts with enthusiasm. Hence a number of schools were established without any guarantee of the continuance of the funds for their support, or that any real education would be given in them. Some of these were abolished in consequence of the failure of funds, and others because it was found that nothing was taught in them, and that they served merely to provide a regular stipend for some old Maulavi or Pandit. Between 1865-66 and 1870-71 the number of schools was reduced from 1,032 to 471, and the number of scholars from 19,676 to 11,989; and since 1870-71 a still further reduction has taken place. In illustration of the worthless character of many of these schools it may be remarked that Sir Charles Aitchison, recognizing this fact, caused those in the city of Lahore to be reduced to 8, the number two years previously having been 173.

Rise in attendance from 1870-71 to 1875-76, and its causes.

17. From 1870-71 until 1875-76 there was a steady rise in the number of scholars in boys' schools, which was maintained, as already stated, till 1877-78, whilst the number of female schools and of girls attending them continued to decrease, though less rapidly than before. The increased attendance at boys' schools was due chiefly to the establishment of additional schools by District Committees, who, under the new financial arrangements, expended from District Funds on educational objects an amount largely in excess of the educational cess which was merged in these funds,

18. The second falling-off in the attendance at schools for boys was confined, like the first, to Vernacular Primary schools, and was due, as stated in my last Annual Report, to three causes—firstly, the closing of schools and reduction of establishments for want of funds; secondly, to severe sickness; and thirdly, to the disturbing effects of the war.

The second falling-off in attendance at boys' schools was confined to Vernacular schools. Its causes.

19. Formerly grants of a considerable amount were allowed to Vernacular Middle and Primary schools, chiefly from the General Local Fund, as it was called, afterwards merged in Provincial Revenues, and, to a less extent, from Provincial Revenues. These grants were withdrawn, and certain additional charges were thrown on District Funds, which caused a reduction in the expenditure on boys' schools from that source also. These reductions were met to a partial extent only by increased contribution from Municipal Funds. In consequence of these measures 32 schools were reduced during 1877-78, but the total number of scholars in schools of all kinds was nevertheless larger at the close of that year than at any previous period. Subsequent to this date the reduction of expenditure on Vernacular education necessitated a further reduction in the number of schools. This inevitably caused a reduction in the number of scholars during the two following years; but it is probable that such reduction would have been insignificant if the prevalence of sickness and the disturbing effects of the war had not contributed to the same result. This may be inferred from the fact that, when these two latter causes were removed, the attendance immediately rose, and that there has been an increase of 9,985 scholars during the last two years, though the total number of educational institutions has been reduced by 5.

Withdrawal of grants from Provincial Services and District Funds caused reduction in schools and scholars.

20. It has been said that the prevalence of sickness ought not to cause serious reduction in the school attendance; but those who hold this view can have no conception of the effects of fever of a malignant type when widely spread throughout this Province. Cholera, such as prevailed last year, and malignant fever when confined chiefly to a single city, as happened last year at Amritsar, have not prevented a large increase of attendance; but fever when generally prevalent nearly empties half the schools, carries off very many of the scholars, and prostrates a much larger number for a great length of time,

Observation on the statement that the prevalence of sickness ought not to cause serious reduction in school attendance.

21. At the close of 1877-78 the total number of Government and Aided institutions of all kinds, exclusive of Jail schools, was 2,202,* and the total number of scholars 113,208. At the close of 1881-82 the total number of these institutions was 2,089, and the total number of scholars was 110,427. The schools have recovered from the effects of sickness and the war, but not altogether from the reduction of expenditure on Vernacular education. It was not, I believe, the wish of Government that any such reduction should take place, but simply that certain charges should be transferred to Local Funds. These Funds, however, were unable at once to meet the whole of the charges in question. The check that occurred in the expansion of Primary education and the temporary reduction of the number of schools were due to the deliberate policy of the Punjab Government to which I shall have occasion to refer again.

Comparison of schools and scholars in 1877-78 with those in 1881-82.

22. In 1865-66 the total expenditure on education, exclusive of Jail schools, was Rs. 8,63,979, and the total number of scholars was 97,638. In 1881-82 the total expenditure shown in the returns was Rs. 15,84,281, and the total number of scholars was 110,427. The total expenditure, therefore, was very much larger in proportion to the number of scholars on the latter occasion than on the former. No conclusion, however, can be drawn from a comparison of this kind unless it is accompanied with a careful examination of the objects on which the money is spent. The statistics of 1881-82 include an expenditure of Rs. 72,559 on the Medical school,† of Rs. 13,886 on the School of Art, of Rs. 24,236 on the Central Training College, of Rs. 11,167 on the Christian Vernacular Education Society's Normal school at Amritsar (including in each case the amount spent on scholarships), of Rs. 21,000 on the grant to the Punjab University College, and of Rs. 1,18,542 on buildings against Rs. 25,000 on buildings in 1865-66, besides a large expenditure on various schools for Europeans and Eurasians established during this interval. This expenditure and some other items that might be named could make no appreciable addition to the total number of scholars on the rolls. It may or may not have been expedient to spend the money; but this is a question that must be considered on its own merits, and all items of this nature ought to be excluded in any general

Comparison of expenditure of 1865-66 with that of 1881-82, and explanation of the increase in the latter year.

* I have given here the number according to the existing system of classification, the Primary, Middle and High departments of all institutions being reckoned as separate institutions.

† The Medical school existed in 1865-66 but was included in the educational returns for the first time in 1880-81.

comparison between the expenditure and number of scholars. Even if all such items are excluded, a comparison of the nature referred to will still be most misleading, if the character of the education imparted be not taken into account. It would be as reasonable to compare the cost of 500 skilled artizans in the railway workshops at Lahore with that of 500 coolís employed sixteen years ago in the same locality without reference to the quality or the quantity of the work executed. If, however, the policy of the Punjab Government is to be called in question because Rs. 15,84,281 were expended on educational objects in the Province in a year when 110,427 scholars only were under instruction, some consolation may be derived from the fact that ten years ago, in 1871-72, no less than Rs. 31,40,539 were expended in Bengal on the education of 166,140 pupils.

Number of scholars beyond the Lower School standard high in 1881-82 p oportionately to the expenditure of all kinds.

23. If we compare the total number of scholars who have advanced beyond the Lower School standard, and who may be considered to have acquired an amount of knowledge of some practical utility,—the total number, that is to say, who can read an easy book, write a simple passage from dictation, work sums in the first four rules of arithmetic, and point out places on the maps of India and the Punjab—with the total number attending corresponding classes in 1865-66, we shall find that the increase in the number of such scholars is proportionally very much greater than the increase in the total expenditure, including the Medical school, the School of Art, training institutions, grant to the Punjab University College, &c., &c.

Comparison of schools beyond the Lower School standard in 1881-82 and 1865-66.

24. In Government institutions of every grade for general education the total number of scholars who had nominally* advanced beyond this standard in 1865-66 was 8,070. At the end of 1881-82 the number was 19,859, and at the close of May last, after the annual examinations and promotions had taken place, more than 23,500, or nearly three times as large. There are no means of ascertaining the corresponding increase in Aided schools, but we may assume the progress to have been equally good. We find, then, that the increase in the number of scholars who have mastered the elements is proportionately very much greater than the increase of expenditure on all accounts, including those that can exercise no perceptible influence on numbers.

* At that time there was nothing corresponding with the present lower Primary school examination which boys must pass before they obtain promotion to the Upper division of Primary schools, and it is certain that many of the boys who had nominally advanced beyond this standard at the time referred to would have been unable to pass the examination.

25. The increase that has taken place in the number of scholars who have not only mastered these very elementary subjects, but have also advanced beyond the upper Primary standard and are attending schools for Secondary education, is proportionally very much larger. Thus we find that the number of boys enrolled in Government High and Middle English schools after the annual promotion was nearly fourfold, and the number attending Vernacular schools more than tenfold the numbers in attendance in 1865-66. A detailed examination of the expenditure would prove that, in every case where an increase has taken place, there has been an adequate return.

Increase in the number of boys attending Secondary schools is proportionally very much larger.

26. The total expenditure shown in the returns of 1875-76 was Rs. 14,51,161, and in those of 1881-82 Rs. 15,84,281. If we deduct from the former Rs. 6,172, the cost of Jail schools not now included in the returns, and from the latter Rs. 72,559, the cost of the Medical school and scholarships not formerly included, the expenditure in 1875-76 will stand at Rs. 14,44,989 against Rs. 15,11,722 in 1881-82. Of the former sum, Rs. 11,32,232 were paid from public funds of all kinds,* and Rs. 3,12,757 from fees and other sources; and of the latter Rs. 11,54,600 were paid from public funds of all kinds, and Rs. 3,57,122 from fees and other sources. On the whole, therefore, the expenditure from public funds was increased by Rs. 22,368, and that from fees and other sources by Rs. 44,365. As regards public funds, it should be observed that, whilst the expenditure from District and Municipal Funds has risen, there has been a considerable decrease in the expenditure from Provincial Revenues.

Expenditure in 1881-82 and 1875-76 compared.

27. Government, as I have already stated, transferred certain charges, including grants previously paid for Vernacular education, from Provincial to Local Funds, and the effect of this measure was to reduce, to some extent, the total amount available for Vernacular Primary schools from public funds, and to set free a portion of the contribution hitherto paid for educational purposes from the Provincial Revenues. A part of the money so set free was expended on new and increased grants-in-aid to European and other Aided schools, on technical instruction, and on other objects; and a part was saved.

Transfer of grants for Vernacular education from Provincial Services to Local Funds, and its effects.

* After allowing for receipts from fees and deducting the cost of the Book Depôt covered by payments into the treasury.

28. As Government had ruled that certain charges including Vernacular education must be paid from Local Funds, no portion of the Provincial assignment could be expended on such purposes. It is obvious also that money derived from fees and other private sources could be expended only on the institutions in or for which it was raised. If, therefore, any part of the increased expenditure had not been devoted to the objects on which it was spent, it could not have been on that account made available for Vernacular Primary schools. Some educational interests would have suffered, but there would have been no gain to Primary education.

No portion of Provincial assignment could be spent on Vernacular education, as it was ruled that charges for the purpose should be paid from Local Funds.

29. We have seen that the first reduction of Primary schools for boys that took place between 1865-66 and 1870-71 was made in the most deliberate manner possible, and in accordance with the opinion of Sir Donald McLeod, Sir Henry Durand, Sir Henry Davies, and Sir Charles Aitchison, that it was necessary to reduce some schools in order to improve those that remained. The falling-off caused by this measure was made good, and a considerable increase had taken place when the second reduction occurred. This was due to the determination on the part of the Punjab Government to transfer certain charges, including grants for Vernacular education, to Local Funds, which failed to meet them fully. Other causes operating, at the same time, caused temporarily a large decrease in the attendance at Vernacular Primary schools. This loss has been nearly made good, but there is still a slight falling-off in numbers as compared with 1875-76 and 1877-78, instead of the large increase that might have been expected if the measure in question had not been considered necessary by Government. The first reduction was made in the interest of education, the second was made from considerations of financial policy, and caused a temporary check to Primary education.

The reductions were made in pursuance of Government policy—the first reduction was made in the interest of education, and the second from considerations of financial policy.

30. Th efalling-off in the registered number of female schools and girls attending them that occurred between 1865-66 and 1871-72 has never been made good. It was due, as already stated, to the worthless character of many of these schools. They were established, in the first instance, through the influence of local officers or local bodies, and they were abolished by local authorities.

The falling-off in the number of female schools was due to the worthless character of most of them.

31. The increase of expenditure that has taken place has been made in every case for some good purpose. Some portion, as we have seen, has been paid from fees and from private sources, and some from public funds. The increase during the last few years has been on objects which could not materially affect the aggregate number of scholars, and the money so spent could not have been made available for expenditure on Vernacular Primary schools.

In every case increase of expenditure has been made for good purpose.

32. Public attention has been drawn by a high authority to the fact that, by the decentralization measure of the 14th December 1870, the Government of India made over a grant of about Rs. 6,50,000 from Imperial Funds to the Punjab Government for expenditure on education, and that, in making over that grant, the Government of India distinctly stated the principles on which this money was to be spent, namely, that it was to be expended on the principles laid down in the Despatch of 1854 from the Court of Directors, and in the subsequent Despatches of 1859, 1864 and 1870 from the Secretary of State. In the decentralization measure above referred to, the numbers and dates of these Despatches are quoted. They are as follows : No. 49, dated 19th July 1854; No. 4, dated 7th April 1859; No. 1, dated 23rd January 1864; and No. 5, dated 12th May 1870.

Observations on the decentralization measure of 14th December 1870 by which Rs. 6,50,000 were made over to Punjab Government for education.

33. It has been asserted by the same authority that the principle contained in these Despatches was summed up in the following words in the final Despatch of 1870 :—" Government expenditure should be mainly directed to the provision of an elementary education for the mass of the people." This appears to be a mistake. I can find no such passage in the Despatch referred to in the decentralization measure, and if by ' Government expenditure ' is meant expenditure from Imperial Revenues, and ' elementary education for the mass of the people ' signifies ' Primary Vernacular education,' the extract is in direct opposition to the principles set forth in the Despatch.

Erroneous interpretation of the principles contained in the education Despatches quoted above.

34. It has been asserted, again, that the Court of Directors emphatically laid down, and that successive Secretaries of State reiterated, the principle that the chief object of the Department of Public Instruction should be the extension of Primary Vernacular education. This also is a mistake. No such

Assertion that the Court of Directors laid down, and the Secretaries of State reiterated, the principle that the chief object of the Education Department should be the extension of Primary Vernacular education, likewise inaccurate.

principle was laid down by the Court of Directors or reiterated by successive Secretaries of State.

Supreme Government desired that grant made to Punjab Government should be expended on the principles contained in the Despatches.

35. The Government of India desired that the grant made over to the Punjab Government should be spent in accordance with the principles laid down in these Despatches. If, therefore, those principles are that 'Government expenditure (meaning thereby expenditure from Imperial or Provincial Revenues) should be mainly devoted to the elementary education of the mass of the people' (meaning thereby the Vernacular Primary education of the masses), and that 'the chief object of the Department of Public Instruction should be the extension of Primary Vernacular education,' it would seem to follow that the Punjab Government ought to have spent the grant of Rs. 6,50,000 mainly on this object. As a matter of fact, such a course would have been absolutely impracticable and totally opposed to the principles actually laid down in successive Despatches.

Exposition of the measures contemplated in Despatch of 1854, paragraphs 37 to 45.

36. In the Despatch of 1854, paragraphs 37 to 40, the measures contemplated for the improvement of University education were set forth, and, whilst the value of such education was fully recognized, an opinion was expressed that the efforts of Government had hitherto been too exclusively directed towards the provision of a 'very high degree of education for a small number of natives, drawn for the most part from what would be called in England the higher classes.' In paragraphs 41 and 42 it is observed that attention should now be directed to a consideration 'if possible still more important,' namely, how useful and practical knowledge might best be conveyed to the great mass of the people, who are utterly incapable of obtaining any education worthy of the name by their own unaided efforts, and the active measures of Government were for the future to be specially directed to this object, for the attainment of which a considerable increase of expenditure would be allowed. Schools, whose object should be, not to train highly a few youths, but to provide more opportunities than then existed for the acquisition of such an improved education as would make those who possessed it more useful members of society, should, it was said, exist in every district in India. These remarks seem to have been read without reference to what follows, and it was not seen that the 'mass of the people' included the middle classes, for whom Secondary education was to be provided. Similar mistakes have been made repeatedly with regard to this and to other Despatches. In paragraphs 43, 44

and 45, however, the kind of education that should be given in these schools was clearly indicated, and the schools already in existence that answered these conditions were specified. They include the Zilláh schools of Bengal, the Government Anglo-Vernacular schools of Bombay, schools established by native gentlemen in which the English language was the chief medium of instruction, tahsílí schools in the North-Western Provinces, and Government Vernacular schools in Bombay, whose object was to convey the highest class of instruction that could then be taught through the medium of the Vernacular languages. In order fully and efficiently to carry out their views, the Court of Directors thought it indispensable that the masters should possess a knowledge of English in order to acquire, and of the Vernacular so as readily to convey, useful knowledge to their pupils.

Paragraphs 43, 44 and 45 above quoted treat exclusively of Secondary education, English and Vernacular, and very great importance is attached to the organization of Vernacular schools of this class.

Paragraph 46 respecting improvement of instruction in indigenous schools.

37. In paragraph 46 it is said that lastly what had been termed indigenous schools should by wise encouragement, such as had been given in the North-Western Provinces with great promise of satisfactory results, be made capable of imparting correct elementary knowledge to the great mass of the people. (The impracticability of improving these schools was recognized in a subsequent Despatch—*vide* paragraph 86.)

In the Despatch of 1854 the greatest stress is laid on the importance of improving Secondary education.

38. In this celebrated Despatch measures are discussed for improving education of every grade, University, Secondary and Primary. It is, no doubt, said that hitherto attention has been devoted too exclusively to what is now termed University education, and also (paragraph 97) that 'the higher classes should be gradually called upon to depend more on themselves, and attention directed especially to the middle and lower classes.' It is, however, on the importance of improving and extending Secondary education, especially Vernacular Middle schools, that the greatest stress is laid, and there is nothing to warrant the belief that the Court of Directors looked upon the extension of *Primary* Vernacular education as the *chief* object of the Department of Public Instruction, far less that they intended the available funds to be spent mainly on this object. Their object is said to be* '*to extend European knowledge throughout all classes of the*

* Paragraph 97.

people,' * * * 'by means of the English language in the higher branches of instruction, and by that of the Vernacular languages of India to the great mass of the people.'

39. The Despatch of the Secretary of State No. 4, dated 7th April 1859, was due to the opinion, stated in the first paragraph, that the time had arrived when some examination should be instituted into the operation of the orders contained in the Despatch of 1854. In paragraph 3 the objects set forth in the Despatch of 1854, and the means prescribed for the accomplishment of those objects, are summarized in the following words :—

Enumeration of the objects of Despatch No. 4 of 7th April 1859.

"The improvement and far wider extension of education, both English and Vernacular, having been the general objects of the Despatch of 1854, the means prescribed for the accomplishment of those objects were the constitution of a separate Department of the Administration for the work of education; the institution of Universities at the several presidency towns; the establishment of training institutions for raising up teachers for the various classes of schools; the maintenance of the existing Government colleges and schools of a high order, and the increase of their number when necessary; the establishment of additional Zilláh or Middle schools; increased attention to Vernacular schools for elementary education, including the indigenous schools already existing throughout the country; and, finally, the introduction of a system of grants-in-aid under which the efforts of private individuals and of local communities would be stimulated and encouraged by pecuniary grants from Government in consideration of a good secular education being afforded in the Aided schools."

40. No trace of the two principles said to be contained in these Despatches is to be found in the above summary. In the other paragraphs of the Despatch of 1859 the Secretary of State reviewed the progress of education in schools and colleges of every grade; discussed at length the grant-in-aid system, and showed that it had so far failed as regards Vernacular schools; expressed an opinion that it was, as hitherto in force, unsuited to the masses of the people, and that the means of elementary instruction should be provided by the direct instrumentality of Government officers; and called for an opinion as to relinquishing it as a means of providing popular schools throughout the country, and imposing a special rate to defray the expense of schools for the rural population (*vide* paragraphs 36 to 38 and 49 to 53).

No trace of the principles said to be contained in these Despatches found in the above summary. Other paragraphs of the Despatch explained.

41. In this Despatch the necessity of establishing a graduated system of English schools is dwelt on. These may be Government schools or preferentially private schools aided by Government (paragraph 54). The grant-in-aid system is pronounced unsuited to Vernacular education. It is said that the same objections do not apply to English schools. The importance of promoting in the native community a spirit of self-help and self-reliance is insisted on, and it is said (paragraph 55) that "the comparatively small number of scholars in the Government colleges and schools shows what ample scope there is for every agency which can be brought into the field of educational labour,' and that 'if Government shall have undertaken the responsibility of placing within reach of the general population the means of a simple elementary education, those individuals or classes who require more than this may, as a general rule, be left to exert themselves to procure it with or without the assistance of Government." Special stress has been laid on this extract, which is in no way inconsistent with what has been said in other parts of the Despatch, *i.e.*, (1) that elementary education should be provided, not in schools maintained on the grant-in-aid system, but in schools provided by the special instrumentality of Government officers, and maintained by means of a compulsory rate; and (2) that, whilst Government English schools might be established when necessary, special encouragement should be given to Aided English schools which might, it was hoped, eventually take the place of Government schools. The general population will not help themselves, and everything must be done for them by Government; the more advanced classes are expected to exert themselves, and Government will help them when necessary. Elementary education is to be supplied, not by grants from the Imperial Revenue, but by special rates. It is to be supplied through the direct instrumentality of Government officers no doubt; but it is nowhere said that Primary Vernacular education is to be the chief object of the Education Department. The interpretation to be placed on the extract above referred to is further elucidated in Despatch No. 2, dated 23rd January 1864, *vide* paragraph 107.

In the Despatch of 1859 the necessity of establishing a graduated system of English schools is dwelt on, and the importance of self-help and self-reliance insisted on.

42. Despatch No. I, dated 23rd January 1864, refers especially to the removal of any impediments that might exist in the way of the extension of the grant-in-aid system. A representation had been made by the Church Missionary Society that difficulty was

Despatch No. I, dated 3rd January 1864, on the extension of the grant-in-aid-system.

experienced, in some cases, by voluntary and independent bodies and by religious and benevolent associations, in obtaining grants-in-aid (*vide* paragraphs 1, 5 and 6). The erection of training institutions for Native school-masters and school-mistresses was to receive 'special encouragement and aid with a view to promoting the education of the masses of India' (paragraph 10), and the rules laid down, 'while affording the requisite security for the due application of the grants,' were to interfere 'as little as possible with the free action of those who might seek under their operation to promote the spread of education amongst the masses of the people.' It was, however, to be borne in mind that any regulations for the administration of grants-in-aid were to be general, and that no exceptional rules would be allowed for any particular class of applicants. There is certainly no trace in this Despatch of the principles said to pervade the four Despatches under consideration.

Levy of local rates for Vernacular education treated of in Despatch No. 5, dated 12th May 1870.

43. The Despatch No. 5, dated 12th May 1870, treats of the levy of local rates for Vernacular education with special reference to Bengal. "It has," it is said, "been assumed in all the discussions which have arisen during recent years on this subject, that the expenditure which may be required for the Vernacular education of the people, and for sanitary improvements, cannot be afforded by the Imperial Revenue, and must be met, in the main, out of the same additional resources" (*i.e.*, rates established for the purpose). "There appears, indeed, to be no alternative unless it be the alternative of allowing the country to remain without drainage, and without roads, and without education" (paragraph 4). "Her Majesty's Government can have no doubt that, as elsewhere, so in Bengal, the expenditure required for the education of the people ought to be mainly defrayed out of local resources" (paragraph 23). This, it will be recollected, is the final Despatch* which is alleged to contain a summary in the following words of the principle said to be enunciated in the four Despatches and to be applicable to the grant of six and a half lakhs from the Imperial Revenue made over to the Punjab Government:—"Government expenditure should be mainly directed to the provision of an elementary education for the mass of the people."

*NOTE.— As I have said already, I can find no such passage in the Despatch No 5, dated 12th May 1870, quoted in the decentralization measure of the Government of India. Mr Howell, it is true, in his memorandum on education in British India gives this extract, and refers to a Despatch dated *26th* May 1870 No such Despatch was available in the office of the Education Commission, and I have not been able to find any such Despatch in the Gazette of the Government of India or to meet with any one who has seen it. The extract seems to have been taken direct from Mr. Howell's book without any attempt to verify the quotation.

44. It does not seem to have been remembered that, when the Supreme Government made over the grant of six and a half lakhs, they made over certain educational establishments that had to be maintained; and that it was, therefore, clearly impracticable that the grant in question should be expended mainly on Primary Vernacular education. For the distribution of expenditure from Imperial Revenues that had existed up to that time, the Supreme Government was clearly responsible, and this fact was specifically acknowledged in the following terms:—

It was impracticable to expend the grant of 6½ lakhs mainly on Primary education, as other establishments had to be maintained out of it.

"Subject to these general restrictions, the Government will henceforth enjoy full liberty in the expenditure of the funds appropriated to 'Provincial Services'. It must, however, be understood that, in thus divesting himself of control, the Governor General in Council divests himself also to a large extent of his former responsibility. If responsibility for expenditure is retained, control cannot be renounced."

45. In 1869 the Supreme Government proposed to abolish article XIV of the grant-in-aid rules, which was specially intended for the encouragement of purely Vernacular schools, and, after some correspondence, directed that certain grants-in-aid hitherto allowed from the Imperial Revenue should be at once withdrawn, and that others should be withdrawn after certain stated periods; and laid down the following rule:—"Grants-in-aid from Imperial Funds are not admissible to purely Vernacular Primary schools, but specific grants may be made for limited periods when the circumstances are so exceptional as to justify a departure from this rule." Nothing could be clearer or more free from ambiguity than the orders of the Supreme Government as contained in this letter.*

In 1869 the Supreme Government proposed to abolish article XIV of the grant-in-aid rules, intended for the encouragement of purely Vernacular schools.

46. In the proceedings of the Government of India in the Home Department, No. 63, dated 11th February 1871,* it is stated that the policy of the Government of India in matters connected with education has been laid down in Despatches from the Secretary of State, and that the conditions on which grants-in-aid should be allowed to private institutions are prescribed in the rules sanctioned by the Government of India, but that these rules are not quite clear as regards the aid to be afforded by the State towards the provision of the means of elementary education for the masses of the people. It was therefore

Proceedings of Government regarding the policy to be pursued in respect to education, and the conditions on which grants-in-aid should be allowed for Primary education.

* No. 593, dated 25th October, printed in the appendix.

considered desirable to explain on what principle it would be permissible to assign, from the sums allotted for educational purposes, grants-in-aid to schools for Primary education. It would rest with the local Governments, under the new system of financial control, to determine in what localities and to what extent such grants should from time to time be made.

47. The proceedings under consideration were intended to show what interpretation should be placed in future on the standing orders issued by the Secretary of State with regard to the expenditure of State funds on Primary education. It is observed that these standing orders may seem inconsistent, but are not really so. No mention is made of the letter No. 593, dated 25th October 1869, to the Punjab Government above quoted, which was virtually cancelled by the proceedings in question. In the one case grants from Imperial Funds for Vernacular education were positively forbidden except in certain special cases; in the other, such grants were definitely allowed from Provincial Revenues for Primary education, in which Vernacular Primary education was evidently included.

These proceedings were intended to show what interpretation should be placed in future on the orders of the Secretary of State on the expenditure of State funds on Primary education.

It is stated in the proceedings in question that the amount at that time allotted for Primary education under the several local Administrations was small, and it was not expected that local Governments would, in any case, diminish it. They were, however, to have full liberty to increase the allotment, but there is no order enjoining them to do so.

48. As we have already seen, the Supreme Government made over, by an order issued in December 1870, certain educational establishments, and a grant including certain assignments for educational purposes, including a comparatively small allotment for Primary schools. It is quite clear, from what has been quoted above, that the local Government cannot be held responsible for the smallness of this allotment at the time in question; and though it is said that the local Governments will have full liberty to increase the allotment, either from retrenchments in other services or from savings in other branches of education, there is no indication, in the proceedings quoted above, of any expectation on the part of the Supreme Government that any considerable portion of the educational assignment transferred from Imperial to Provincial Revenues would be diverted from the objects on which it was then expended,

Punjab Government not responsible for the smallness of the allotment for Primary education at the time the sum of 6½ lakhs was made over for education.

and applied to Primary education, whilst the Secretary of State, as we have already seen, had frequently affirmed that such charges must be met mainly from local rates.

Policy pursued by Punjab Government in respect to education.

49. The policy actually pursued by the Punjab Government is enunciated in the following terms in paragraph 5 of the review on the Educational Report for 1877-78 :—"The decrease in the number of schools is in part due to the policy of the Government in more and more throwing upon Local Funds, in such towns and districts as can afford it, the charge for popular education. The change is, indeed, but nominal, the Local Funds being as much a portion of Provincial taxation as any other branch of the Government revenue. Almost the whole of the District Funds are, indeed, formed by a percentage on the land revenue; so that it must not be assumed that, by transferring the cost of popular education from Provincial to Local Funds, the Government is, in any degree, relieving itself of a burden which it should legitimately bear. But it has entrusted the administration of Local Funds to the people themselves, and it points out to them, as one of the most profitable ways of utilizing the money, the promotion of education in their own towns and districts. As heretofore, the almost entire cost of education is, and, for some time to come, will be borne by the Government."

According to this policy, grants formerly made from Provincial Revenue towards Vernacular schools were withdrawn.

50. In accordance with this policy, the grants formerly made from the Provincial Revenue to purely Vernacular Government schools, whether of the Middle or Primary grade, were almost entirely withdrawn; and it was ruled that grants-in-aid should not be given in future to private Vernacular schools for boys, and that such charges must be met from Local Funds.

This policy of Local Government regretted by Director. Causes for his regret.

51. For my own part I regretted this policy: first, because the Local Funds on which additional charges were thrown were not relieved of any corresponding burden, and the result was not only a cessation of the extension of Primary Vernacular education which had been in rapid progress, but an actual reduction, for the time being, of the number of Primary schools; and secondly, because the Educational Department was deprived of the power of aiding indigenous schools, and there were some purely native schools recently established in large towns to which I thought that the influence of the Department might be extended with advantage. I accordingly urged upon

Government, in the course of the correspondence that took place, the objections that I felt to these arrangements.

52. Although, however, I regretted personally the course that was pursued, it appears to me that it is strictly in accordance with the principle, so constantly laid down, that "the expenditure required for the education of the people ought to be mainly defrayed out of local sources."

The policy pursued was, however, in accordance with the principle laid down by the Secretary of State.

53. As I have stated, the grants formerly made from Provincial Revenues in aid of purely Vernacular Primary schools for boys have been almost entirely withdrawn, and during 1881-82 the expenditure on this account amounted to Rs. 1,733 only. Very great stress has been laid on the fact that so small a portion of the six and a half lakhs of rupees made over to the Punjab Government has been spent on Primary Vernacular education. In any such estimate, however, the fact should be taken into consideration that the sum of Rs. 56,433 was expended from Provincial Revenues on so-called English Primary schools for native boys. These include nearly all Government and Aided Primary schools for boys in most of the large towns of the Province. The Vernacular course of instruction is nearly the same as that pursued in purely Vernacular schools, elementary instruction in English being added in the higher classes. The education received is, therefore, mainly a Vernacular education.* The number of scholars in these schools was 23,019 out of a total of 93,660 attending the Government and Aided Primary schools for natives in the Province. Of these 23,019, the number actually learning elementary English in addition to their Vernacular studies was 7,697. The sum of Rs. 17,395 was expended on Vernacular schools for girls. The total contribution from Provincial Revenues to Primary education of all kinds, Vernacular and English, for boys and for girls, for natives and for Europeans, was Rs. 1,14,816.

The education received in English Primary schools is mainly Vernacular, and, in estimating the expenditure on Vernacular Primary schools, this fact should be borne in mind.

54. Considering the very violent attacks that have been made on the Punjab educational system as regards the alleged neglect of Primary education, more especially with respect to expenditure from Provincial Funds, it is a somewhat remarkable circumstance that, in proportion to the total expenditure on educational objects from Provincial Funds,

Expenditure on Primary education from Provincial Services in the Punjab is more in proportion to the total expenditure from that source than that in Madras, North-Western Provinces, Central Provinces and Bengal.

* There is generally one central school with branches—the central school containing the upper division in which English is taught, the branches the lower division. In the case of Government schools, English is not taught in the lower division.

the Punjab Government, though certainly behind Bombay in this respect, spends a larger amount from this source than Madras, the North-Western Provinces, and the Central Provinces; whilst Bengal, which has been held up as a model of all that is commendable with regard to Primary education, spends less in proportion than Bombay, Madras and the Punjab. This will be seen at a glance from the following table. The figures are for 1880-81, with the exception of Madras, the latest report for which Province received in my office is for 1879-80.

	Punjab.	North-Western Provinces and Oudh.	Central Provinces.	Bengal.*	Bombay.	Madras.
Total expenditure from Provincial Revenues ...	5,84,417	15,06,243	4,62,497	24,77,260	10,89,118	10,36,053
Expenditure on Primary education ...	1,12,421	2,01,829	80,144	4,44,706	2,71,121	1,89,557
Percentage of expenditure on Primary education out of total expenditure ...	19·2	13 4	17 3	17 9	24 9	18·3

Average cost of educating each pupil in the Punjab is lower than that in the other Provinces.

55. An opinion has sometimes been expressed that Government Primary Vernacular schools for boys in this Province are maintained on an extravagant scale as compared with those of other Provinces. The average cost of educating each boy, however, is lower in the Punjab than in the Government schools of any of the other five Provinces, and it is lower also than the average cost of education in the Aided Primary Vernacular schools of the Punjab, the North-Western Provinces, and Bombay. It is slightly higher than the average cost in the Aided schools of Madras, and considerably higher than that of the Aided schools of Bengal. The following table shows the rates prevailing in the Government and Aided schools in each Province.

* NOTE.—In the case of Bengal I have included not only the expenditure shown in the returns on Primary education, but also that on "Lower Vernacular schools," shown under the head of Secondary education, as it appears, from the report for 1880-81, that such schools belong more properly to Primary education and will be so classed in future.

Province.	*Average cost of educating each pupil in Primary Vernacular schools for boys.*	
	Government.	Aided.
1880-81.	Rs. A. P.	Rs. A. P.
Punjab ...	4 4 0	6 0 0
North-Western Provinces and Oudh.	4 5 0	7 13 11
Central Provinces ...	5 4 2	3 6 6
Bengal ...	*5 2 4	*2 10 4
Bombay ...	6 0 10	3 11 2
Madras (1879-80) ...	5 15 9	4 0 9

Pay of teachers in the Punjab is fairly good, and they are generally highly qualified.

56. In the Punjab the pay of the teachers is fairly good, and the majority of young men who are now sent to the Normal schools of the Province have passed the Vernacular Middle school examination, which indicates a comparatively high standard of education,—higher, I believe, than is ordinarily attained in any other Province of British India. In the Normal schools their general education is completed, and they receive also technical instruction. Hence in the more advanced districts the teachers recently employed are generally highly qualified, and the schools are very well attended. On the other hand, the progress of education is very unequal; and there are some very wild and backward districts where there is no real desire for education, and where there is in consequence a comparatively small attendance. Under these circumstances it would be no matter of surprise if the cost of education in Government Vernacular Primary schools were higher than elsewhere instead of being lower than in any other Province.

Aided Primary schools of Bengal; qualifications and salaries of the teachers, low.

57. The Aided Primary schools of Bengal are of two kinds. There are, first, the so-called 'Lower schools,' which were included under the head of Secondary education in the report for 1880-81, but are said to belong more properly to Primary education. These

* Includes cost of educating each boy in the Primary and Lower schools taken together, as the latter are, properly speaking, of the Primary class, and will be classified as such in the next report of Bengal as stated in the report for 1880-81.

The cost of education in Primary and Lower schools, separately, is :—

	Government.	Aided.
Primary schools	Rs. 6 8 3	2 8 10
Lower Vernacular schools	„ 3 14 9	3 10 6

apparently resemble, to a certain extent, the Primary schools of the Punjab, though I doubt if, in these even, the standard of education is so high. Secondly, there are the great mass of Primary Aided schools. These contain each on an average 17 boys only, and the average cost of educating each pupil being Rs. 2-8-10, it follows that, if one teacher only is employed in every school, his average salary cannot exceed Rs. 3-9-10, and this makes no allowance for the supply of maps and school apparatus generally, though these probably are not required. It is hardly to be supposed that a very high standard of qualification can be secured at this rate of salary, and quite impossible that the course of study could approach the curriculum adopted in the Punjab. It is indeed perfectly evident that these schools, however useful they may be in their way, do not fulfil the object set forth in the Despatch of 1854, *viz.*, "to extend European knowledge throughout all classes of the people by means of the English language in the higher branches of instruction, and by that of the Vernacular languages of India to the great mass of the people." The teachers, having no such knowledge themselves, cannot impart it to their pupils. In the case of many of the schools that are not yet advanced enough to send their pupils to the central examinations for rewards, the amount of aid is limited to the yearly payment of a rupee to the teacher for keeping a register and submitting an annual return. The registers, again, of Aided Primary schools, generally, are said to be quite untrustworthy, and it is stated in the last annual report that "to insist on such registers being kept, as we are now doing almost universally, is a measure designed more for the education of Primary teachers in the elements of school organization than with the expectation that the returns which they furnish will, for the present at least, have any statistical value."

Though the pay of Punjab teachers is high in comparison with Bengal, there is small difference as regards some districts in the cost of educating each child.

58. The lowest rate of salary for a teacher in charge of a Government Primary school in the Punjab is Rs. 10, and the men who are now being employed in all the more advanced districts have received a good general education, whilst the standard of instruction imparted is comparatively high. We find nevertheless that the average cost of educating each pupil in two districts is Rs. 2-12-0 only, or much below the average in the so-called 'Lower schools,' and little above that in the ordinary Primary schools of Bengal. The fact is, that one good teacher, aided by an assistant or by monitors, can teach a considerable number of boys, and may be expected to do more work for the money he receives than a man on very low pay.

59. The average cost of educating each pupil in the Primary Vernacular Government schools of the Province has fallen since 1880-81, and may, no doubt, be further reduced gradually in some districts, but since it has been shown that it is lower than in the Government schools of the other Provinces referred to, and in some cases nearly as low as in the more elementary class of Primary schools in Bengal, it would seem to follow that no very drastic measure is required at present.

Average cost of education in Primary Vernacular schools has fallen since 1880-81.

60. In the Government Female Primary schools of the Punjab, again, the cost of educating each pupil is lower than in the schools, Government or Aided, of any other Province; with the exception of the Aided schools of Bengal. The cost in each case is noted below :—

Average cost of educating each girl compared with other Provinces.

Province.	*Average cost of educating each pupil in*					
	Govt. Primary Schools for girls.			Aided Primary Schools for girls.		
1880-81.	Rs.	A.	P.	Rs.	A.	P.
Punjab ...	4	6	0	10	6	0
North-Western Provinces and Oudh ...	5	11	6	12	15	3
Central Provinces ...	8	4	5	17	1	1
Bengal ...	...			3	3	10
Bombay ...	8	15	11	17	0	11
Madras (1879-80) ...	10	7	4	11	3	11

61. So far the statistics of Government Primary schools in the Punjab will certainly bear a very favorable comparison with those of other Provinces; and they appear to me to be perfectly satisfactory in themselves. When we come to consider the proportion of boys and girls attending school as compared with the whole population, the results are not so satisfactory.

Attendance when compared with population not satisfactory

62. In 1880-81 the percentage, on the total population, of boys attending Primary schools was ·469, and in 1881-82 it had risen to ·498. In girls' schools it was in each case ·051.

Comparison of percentage of scholars to population in different Provinces.

The following table shows the percentage in different Provinces during 1880-81, except in the case of Madras, where the figures given are for 1879-80:—

Province.	Males or Females.			*Percentage of scholars to population in Primary schools.*	
				Excluding Unaided schools.	Including Unaided schools.
1880-81.					
Punjab ...	Scholars ...	Males	...	·4692	...
		Females	...	·051	...
N. W P. and Oudh ...	Scholars ...	Males	...	·464	·47
		Females	...	·019	...
Central Provinces ...	Scholars ...	Males	...	·85	·89
		Females	...	·04	·04
Bengal ...	Scholars ...	Males	...	* 1 09	* 1·19
		Females	...	·03	·03
Bombay ..	Scholars ...	Males	...	1·09	1 24
		Females	...	·065	·076
Madras (1879-80) ...	Scholars ...	Males	...	·479	·69897
		Females	...	·082	·0924

Ditto in boys' schools.

63. It will be seen that, as regards Government and Aided Primary schools for boys, Bombay and Bengal together head the list, that the Central Provinces hold the next place, and that in Madras, the North-Western Provinces and the Punjab the percentage is nearly the same.

Ditto in girls' schools.

64. As regards Primary schools for girls, it will be observed that, notwithstanding the very large number of schools of a worthless character that have been reduced, the number of girls attending Government and Aided Primary schools was proportionately higher than in Bengal, the North-Western Provinces, and the Central Provinces.

* Including Lower Vernacular schools.

65. It will be observed that the percentage, on the total population, of boys attending Government and Aided Primary schools in Bengal, during 1880-81, though not higher than in Bombay, was more than double the percentage shown in the Punjab. This is not very surprising under the circumstances. English education had made very great progress in Bengal before anything of the kind was attempted in the Punjab, so that, when I first joined the Educational Department, all the public offices in this Province were filled with Bengalís. The upper and middle classes having been taught to appreciate the advantages of education, the extension of Primary education was greatly facilitated. Bengal, moreover, possesses great wealth as compared with the Punjab.

Causes of the comparatively high percentages of scholars in Bengal.

Ten years ago the total number of scholars attending Government and Aided institutions of all kinds was 166,140, which is very much less in proportion to the population than the number now enrolled in the Punjab.

The rulers of the Province, however, have since then made it their special endeavour to promote, as far as possible, the extension of Primary education of the most elementary kind, and they found ready to their hand a larger number of indigenous schools, which the growing prosperity of the Province had, no doubt, called into being. The disparity in numbers that actually exists has, however, been made to appear much greater than it really is by comparisons in which certain important facts have been ignored. The number of schools maintained in Bengal has been compared with the number in the Punjab, without any regard to the fact that the Primary schools in the Punjab contain, on an average, three times as many scholars as those in Bengal, and that the teachers in the Punjab receive salaries sufficient to secure, in the more advanced districts, the services of men who have received a comparatively good education, whilst the remuneration given to the great majority of Vernacular teachers of Primary schools in Bengal is very much less than would be paid to a sweeper or a pankha-coolí in this Province.

66. It appears that of the 760,886* boys attending Government, Aided and Unaided Primary schools for boys in Bengal in 1880-81, there were 2,904 candidates only for the Lower Vernacular

Result of examinations in Bengal.

* Number of boys in:—

Lower Vernacular schools—		
Government	...	293
Aided	...	56,582
Unaided	...	2,443
Primary Schools—		
Government	..	266
Aided	...	618,062
Unaided	...	83,240
		701,568
		760,886

scholarship examination, of whom 1,655 were successful, and 26,039 for the Primary scholarship examination, of whom 13,773 were successful. The former of these examinations appears in the returns prescribed by the Government of India in place of the Upper Primary school examination, and the latter in the place of the Lower Primary school examination. These figures sufficiently indicate the low standard of attainments that generally prevails in the Primary schools of Bengal.

It is far from my wish to depreciate the successful efforts that have been made to bring the indigenous schools of Bengal more or less under Government influence; but it is neither just nor reasonable to make comparisons with regard to mere numbers, if no account is taken of the nature of the things that are compared.

Percentage of attendance on population in the Punjab, Bengal and Bombay.

67. I have frequently lamented the small proportion of the population that is under instruction ; and the manner in which the expansion of Primary schools for boys was checked a few years since, has been already explained. Even in Bombay and Bengal the proportion of boys in Government and Aided Primary schools is still small, as compared with the population ; whilst the Aided schools of Bengal are, for the most part, of the rudest description and under no regular supervision. If the necessary funds had been provided for the extension of Primary Vernacular schools in the more advanced districts of this Province, there can be no doubt that the percentage of attendance for the whole Punjab would now be on a level with that in Bombay at a much less cost per pupil than is incurred in that Province. Our system of Vernacular Middle schools now provides annually a number of young men who afford excellent material for the scholastic profession.

The extension of Vernacular education depends on the amount of contributions that can be made by District and Municipal Committees.

68. In the Punjab, Vernacular schools, Middle and Primary, are supported almost entirely from three sources—District Funds, Municipal Funds, and fees. By far the greater part of their cost is paid from District Funds. The expenditure from District and Municipal Funds is under the control of the District and Municipal Committees. District Committees are also required by Government to pay the salaries of District Inspectors and to contribute to the cost of Normal schools. The extension of Primary Vernacular education therefore, as matters now stand, depends almost entirely on the amount of the

contributions that District and Municipal Committees are willing and able to make for the purpose.

If the District and Municipal Committees were left to themselves, they would multiply the number of Middle schools at the expense of Primary schools.

69. The Educational Department cannot force these bodies to open new Primary schools. If left to themselves, however, they would greatly multiply the number of Middle schools at the expense of Primary education. All the leading members of the community in town or country who take any interest in education desire the establishment of schools for Secondary education near their own homes in preference to the maintenance of additional Primary schools in other localities, and this tendency has been constantly checked by the Educational Department, which has been most unjustly accused of starving Primary education.

The allegation that teachers pay fees for their pupils and give them money to induce attendance, criticised.

70. I have said that school fees constitute one source of the income of Government Primary Vernacular schools. Fees, however, are taken from non-agriculturists only, and the whole amount levied in 1881-82 was Rs. 15,202—a very small sum out of the total expenditure of Rs. 2,73,764. It has been alleged, however, that teachers in Vernacular Primary schools are in the habit of paying the fees of their pupils and even of giving them money to induce attendance. I addressed a circular to all the Deputy Commissioners in the Province on this subject, and have received replies from twenty-nine. As regards the payment of fees by the teachers, twenty-four Deputy Commissioners state that such payments are not made in their districts. One Deputy Commissioner has heard of a solitary instance now and then, but not of such payments as a general practice, for which indeed the salary of the teachers is insufficient. Three say they have known of such payment in some cases ; but have taken measures to prevent it. One had found such a practice but stopped it in 1880. Another states that the teachers in his district used formerly to be made responsible for the fees, whether they were collected or not, but that the fees are now taken direct from the parents. None of the Deputy Commissioners have known of payments made to boys to induce attendance. It would appear, on the whole, that there have been cases in which teachers have paid the fees of some boys themselves, when made responsible for their collection ; but that such a practice has been exceptional, and that, where it did exist, it has been checked. There is great danger in such matters in generalization from a few special instances.

71. All sorts of wild statements have been promulgated regarding the alleged misapplication in former years of the educational cess. Such statements I shall deal with hereafter in a separate communication. It has been further alleged, however, that the educational cess is misapplied at the present time, and this is a matter on which a few remarks appear to me to be appropriate here.

Criticism on the statement that the educational cess is misapplied at the present time.

72. The educational one per cent. cess was raised for the purpose of maintaining village schools, and it was laid down in repeated Despatches from the Secretary of State that it might be legitimately applied to the support of Normal schools for the training of village school-masters.*

Educational cess can be legitimately expended in Normal schools.

73. The income of the educational cess, which now forms in this Province a part of the District Funds, amounted in 1881-82 to Rs. 2,32,121. The expenditure from District Funds on Vernacular Primary schools for boys was Rs. 2,32,801, or more than the total income of the cess; on so-called English Primary schools for boys Rs. 6,766 were expended, and on Vernacular Primary schools for girls, Rs. 9,606; so that the total expenditure on Primary schools was Rs. 2,49,173. The whole amount, however, was not expended on village schools. The sum of Rs. 6,766 spent on English Primary schools was spent in municipal towns, and Rs. 24,599 were expended on Primary Vernacular schools in municipal towns, in consideration of the instruction afforded to the sons of agriculturists in these institutions. The general rule in such cases is that the District Funds and Municipal Funds shall contribute in proportion to the number of agricultural and non-agricultural pupils respectively, but the rule is not always strictly observed in the case of poor municipalities. On the other hand, the contribution made for the education of sons of agriculturists attending English Primary schools, is much below the cost of their education.

Income from Educational Cess Fund compared with expenditure from District Funds on Primary education.

74. It may be said, however, that there are some towns in the Province where there are no municipalities. There are, of course, the military cantonments, but nothing is spent from District Funds on education in cantonments. There are about 30 places that come under the official definition of towns, as adopted in the census operations, which are not included amongst municipal towns and cantonments,

Primary schools in towns where there are no municipalities.

* *Vide* Despatches No. 7, dated 16th March 1864, paragraph 3; No. 8, dated 16th March 1864, paragraph 4, No. 20, dated 18th August 1864, paragraph 3.

and in some, though not in all, of these, schools are maintained from District Funds. Many of them, however, are nothing more than large rural villages, and the total cost of Primary education in such places cannot exceed a few thousand rupees, probably about Rs. 6,000. Originally, moreover, the general arrangement sanctioned by the Secretary of State, where a cess was raised, seems to have been that Government should maintain a tahsílí or Middle Vernacular school in each tahsíl, the Primary schools in all other localities being maintained from the cess, and spoken of as village schools. Now, the number of municipal towns in the Punjab is 195, and the number of tahsíls 133 only, so that it would appear to be quite legitimate to include the schools maintained in the localities under consideration, under the term village schools. If, however, we deduct the cost of the schools in question as not a proper charge against the cess, this would make no material difference in the figures.

The amount expended from District Funds on the education of agriculturists far exceeds the income of the educational cess.

75. Again, the sum of Rs. 20,248 was expended on Normal schools for Primary teachers, including stipends to the men under training. Adding this to Rs. 2,49,173 we obtain Rs. 2,69,421 expended on Primary schools and the training of teachers, which exceeds the total income of the cess by Rs. 37,300. Besides this, Rs. 30,412 were spent on scholarships given to sons of agriculturists in Primary schools, and those sent from Primary schools to continue their studies in schools of a higher grade. Rs. 46,408, again, were spent on school buildings. I have not the details at hand, but the greater part of this amount probably was spent on village schools. It will be seen, therefore, that the expenditure from District Funds on objects on which beyond all question the one per cent. cess might be legitimately spent, far exceeds the total income of the cess in question. It may be added that the items quoted above do not include all those on which money was expended from District Funds for the special benefit of the rural community. Thus Rs. 38,820 were expended on schools for Secondary education in consideration of the agriculturists attending them, and Rs. 56,087 were spent on local inspecting officers whose chief duty is to look after the village schools.

Imposition of an educational rate on non-agriculturists advocated by Director, sanctioned by Sir D. McLeod, but not carried out by his successor.

76. I have frequently advocated the imposition of an educational rate on non-agriculturists, and Sir Donald McLeod at one time expressed his concurrence in the expediency of such a measure, which was not, however, carried out by his

successor. Lord Lawrence, in the Punjab Administration Report for 1854-55 and 1855-56, after referring to the project of levying the one per cent. cess, observed that for city schools we might rely on obtaining a large share of the town duties levied for municipal improvements, and that in many large villages also the proceeds of a similar cess might be available which had been levied, from time immemorial, from non-agricultural residents. The Secretary of State, again, in 1864 * suggested some general legislative measure providing for the exercise of the power of self-assessment in those towns which might declare their desire to be brought under its operation. I certainly think it very desirable that in some way or other the District Funds should be either supplemented or relieved of a part of the charges that now fall on them, so that the District Committees may be able to contribute more largely to the maintenance of Primary schools in villages, the amount now available being in my opinion totally inadequate. The desirability of expending a larger sum from District Funds on village schools, however, is one question; and the manner in which the one per cent. cess is actually expended at the present time, is another; and it is very desirable that the two should be kept perfectly distinct.

77. It has sometimes been asserted that the principle adopted, when the Educational Department in the Punjab was first organized, of converting indigenous schools into Government schools and establishing new schools, was a wrong one; and that it would have been the proper course to assist indigenous schools by means of grants-in-aid on a large scale.

The principle of converting indigenous schools into Government schools asserted by some to be wrong—the proper course being to assist them by grants-in-aid.

78. The latter plan was tried in the North-Western Provinces and is referred to in paragraph 93 of the Despatch of 1854 as a model for other Presidencies.

The latter plan was tried in the North-Western Provinces.

79. This plan failed, and the failure is recognized in Education letter No. 26, dated 8th May 1856, paragraph 39, where it is stated that "the plan of Mr. Thomason included both the supervision and the improvement of the indigenous Vernacular schools. These schools have not shown signs of much improvement under this arrangement, and are in course of supersession in the natural course of things, owing to the preference shown by the native community for the Halqabandi schools." In the same letter the

Its failure recognized in Education letter No 26, dated 8th May 1856, paragraph 39.

* Despatch No 8, dated 16th March 1864. At that time, however, it was held that funds raised under the Municipal Act could not be applied to educational purposes.

extension of the Halqabandi system and the establishment of an educational cess were sanctioned.

80. In the Despatch of 1859 the Secretary of State discussed at length the grant-in-aid system, and showed that it had so far failed as regarded Vernacular schools; expressed an opinion that it was, as hitherto in force, unsuited to the masses of the people, and that the means of elementary education should be provided by the direct instrumentality of Government officers; and called for an opinion as to the expediency of relinquishing it as a means of providing popular Vernacular schools throughout the country, and imposing a special rate to defray the expense of schools for the rural population.*

The Secretary of State said that the grant-in-aid system had failed as regarded Vernacular schools.

81. In this Despatch the Halqabandi system introduced in the North-Western Provinces is very highly commended; but the distinction between the Haqabandil schools, and the indigenous schools which they superseded, does not seem to be very clearly marked. Thus in paragraph 16 it is said that a system had been framed by Mr. Thomason and "brought into active operation with the full approval of the Court of Directors, which provided for the establishment of a Model school at the head-quarters of each Tahsíldár for the encouragement of the masters of indigenous schools, to improve themselves and to adopt improved methods of teaching, and for the regular inspection of the whole machinery by visitors of different grades. This system had been attended with such an amount of success that authority was given in 1855-56 for bringing it into operation throughout the whole of the North-Western Provinces." No mention is made in this paragraph of the Halqabandi or circle schools. As we have seen, however, it was a modification of the original scheme, by which provision was made for the establishment of Halqabandi schools, that was sanctioned in May 1856 by the Court of Directors. In paragraph 19 of the Despatch of 1859 the system of Halqabandi schools prevailing in the North-Western Provinces is described in the following terms: "A system of Halqabandi or circle schools had been accordingly devised, previously to 1854, for the special purpose of meeting the wants of the agricultural population. Under this system, several villages conveniently situated for the purpose are grouped together, and, in a central situation, a school is

Halqabandi system of the North-Western Provinces commended in Despatch of 1859.

* *Vide* paragraphs 36 to 38 and 49 to 53. page 124, Selections from the Records of the Government of India, Home Department, No. 76, summarized in abstract at page iii.

established, which is not to be more than two miles distant from any of the villages forming the circle. For the support of these schools the consent of the land-owners was to be obtained to the appropriation of a small percentage on the amount of the Government revenue." Again, in paragraph 48, reference is made both to the Halqabandi system and to indigenous schools. It is said that, in the North-Western Provinces, "Provision had been made for the gradual extension of schools over the entire country by the combined operation of Mr. Thomason's scheme of Tahsílí schools and the Halqabandi system;" and again, that—"In accordance with the course followed in the North-Western Provinces by Mr. Thomason, and in some of the Bengal districts by Mr. Woodrow, it is most important to make the greatest possible use of existing schools and of the masters, to whom, however inefficient as teachers, the people have been accustomed to look up with respect."

Indigenous schools absorbed in Halqabandi schools.

82. Now, as we have seen, an endeavour was made in the first instance to improve the indigenous schools of the North-Western Provinces, but the plan failed; and in 1856, when the extension of the Halqabandi system was sanctioned, they were in course of supersession by the Halqabandi schools. In the Despatch of 1859, we find that the Halqabandi system is warmly eulogised, whilst at the same time the importance of making the greatest possible use of existing schools and masters is insisted on. This might seem at first sight inconsistent; but the indigenous schools and teachers were, no doubt, largely absorbed in the Halqabandi schools, which was the best way of utilizing them when it was found that they could not be otherwise improved. As, indeed, the schools for agriculturists were to be maintained, not on the grant-in-aid system, but as Halqabandi schools supported from the educational cess, it is evident that the absorption of indigenous schools and teachers in the Halqabandi schools was the only possible way in which they could be utilized.

The Court of Directors recognized the supersession of indigenous schools by schools established by Government as inevitable; and the system was carried out under Lord Lawrence.

83. It is as clear, therefore, as any thing can be, that the Court of Directors fully recognized the supersession of indigenous schools by the new schools established by Government in the North-Western Provinces, as inevitable; and that the Secretary of State in 1859 considered the grant-in-aid system then in force unsuited for the provision of popular education. This

being the case, it seems to be a little unreasonable to impute blame to the Local Government, or to the Educational Department, after the lapse of nearly a quarter of a century, because they did not then pursue a course which was considered by higher authority to be impracticable. However this may be, it should be remembered that it was under the rule of one of the most distinguished of India's Statesmen that the Punjab Educational Department was organized, and that the system that has been so vehemently assailed was introduced. At the time when I joined the Educational Department and the absorption of indigenous schools was in rapid progress, Lord Lawrence was Lieutenant-Governor of the Punjab.

84. It was at first proposed in the Punjab, as it had been proposed in the North-Western Provinces, to attempt the improvement of indigenous schools without destroying their independent character; but this was found to be impracticable.

In the Punjab it was proposed at first to attempt improvement of indigenous schools, but found impracticable.

85. Before the introduction of the Government system of education, indigenous schools in which the instruction imparted was confined to the Persian language were scattered over the Province. In these schools little boys were taught at first to read certain Persian books by rote without any regard to the meaning. Afterwards they went through these books a second time, and were now taught to translate them word for word into the Vernacular, but there was no attempt at explanation. Such a system was little calculated to develop the intelligence of the pupil. Nevertheless the boys who attended the best of these schools for a sufficient time, devoting their attention to the study of one subject, obtained at last a considerable knowledge of Persian literature. Some of the books that were taught at that time in nearly all these schools—such, for example, as the Bahár Dánish—were of a highly immoral tendency. Notwithstanding the defects of the system, there were amongst the teachers of indigenous Persian schools many men of considerable ability, well versed in Persian, and in some cases in Arabic, literature. The ablest Maulavís and Munshís who maintained Persian schools in the towns and villages throughout the Province were placed in charge of the new Government schools, to which they generally brought their old pupils; whilst the improved organization introduced by the officers of the Department, and the substitution of class teaching for the separate instruction of each scholar, enable them to teach a much larger number than before. Subsequently

Nature of instruction in indigenous schools before Government system of education was introduced and their conversion into Government schools.

when Normal schools were established the teachers were sent to these institutions to learn Mathematics, History and Geography ; and some of them who were good Arabic and Persian scholars, acquired an elementary knowledge of such subjects in a remarkably short time. I have probably a more intimate knowledge of these matters than any one else in the Province, as I rode from village to village addressing the people, examining the schools recently established, organizing new schools, and testing the knowledge of the teachers recently employed, and of indigenous teachers who wished their schools to be taken over by the Department; and I also organized a Normal school which was attended by a large number of the indigenous teachers whom we had employed.

Besides the Persian-Urdú schools, a certain number of Hindí schools were organized, and in these also indigenous teachers were employed. The great mass of schools, however, in which any kind of literary education was given were Persian schools. I shall have occasion to refer again to the subject of indigenous schools (paragraphs 115 to 134).

Management of Village schools made over to Deputy Commissioners during the Government of Sir Robert Montgomery.

86. During the Government of Lord Lawrence's successor, Sir Robert Montgomery, the management and organization of village schools in the Punjab, and indeed of all Government schools with the exception of Zilláh or District schools, was made over to Deputy Commissioners—a plan that was considered by the Secretary of State to have proved so successful in this Province that in 1864 he authorized its introduction in the Central Provinces (*vide* Despatch No. 8, dated 16th March 1864).

Lord Lawrence's system of education.

87. Considerable stress has been laid on the fact that Sir Henry and Sir John Lawrence in their reports have stated that they were anxious to give each village a school, or at least one to each cluster of villages situated within convenient distances of each other; but that these rulers went away, and that now a very different state of things prevails. The system which Lord Lawrence actually introduced was that which has been above described. The educational cess was the only provision actually made by Lord Lawrence for village schools, and the cess was required, during Lord Lawrence's time, to contribute to other charges, such as the salaries of subordinate inspecting officers. Under the system introduced by Lord Lawrence there was no possibility of providing a school for every village or group of villages situated within easy reach of each other, and, under these circumstances, the fact that he

at one time looked forward to the accomplishment of such an object affords no fair ground for reflections on what has been done since his time.

88. That Lord Lawrence, moreover, recognized the impracticability of carrying out any system of really national education in the immediate future, will be seen from the following extract from the Administration Report to which I have already referred: "If the persons of school-going age were assumed to be one-eighth of the population, *i.e.*, $1\frac{3}{4}$ millions out of $12\frac{3}{4}$, and if, again, half of these, or one sixteenth, are to be educated, say 800,000 scholars, and the cost of educating each were taken at Rs. 3 per annum (the very lowest possible amount), the aggregate expenditure would be 24 lakhs of rupees, or £ 240,000 per annum. More than one generation must pass away before any such sum can be realized, and such is the difficulty of carrying out any really national education."

Lord Lawrence recognized the impracticability of carrying out any system of national education in the immediate future.

89. That a very large extension of Primary education is possible at the present time, however, at least in the more advanced districts, I have not the slightest doubt. As we have seen, the cost of educating each pupil in the Primary schools of some districts is below Lord Lawrence's estimate of Rs. 3, and it will be, I think, quite practicable, in any large scheme for the extension of Primary education, to effect a considerable reduction in the cost of educating each pupil.

A very large extension of Primary education is possible at present.

90. An agitation has been recently set on foot in favor of the introduction of Hindí in the Nágrí character, or Punjábí in place of Urdú, in Government schools; and a great deal has been said as to Urdú and Persian having been forced on the people by the Educational Department. There could not, however, be a greater mistake; Urdú was deliberately selected by the higher authorities as the chief medium of instruction; and it would in fact have been quite impracticable to introduce on a large scale any Vernacular dialect but Urdú, or any written character except the Persian.

Agitation in favor of introduction of Hindí in Nagrí character, or Gurmukhí in place of Urdú, criticised.

91. The Court of Directors in 1855* wrote as follows on this subject:—

"With regard to the language to be employed in the proposed periodical and in the Government schools of the Punjab, it appears to us that Mr. Macleod's opinion, that

The Court of Directors on the language to be employed in Government schools of the Punjab.

* No. 43, dated 18th August 1855.

'there is no reason to perpetuate the Punjábí, or even check its decadence, at the expense of the superior Hindustáni by means of an educational system,' is well worthy of your attention, not only with reference to the Punjab, but also to other Provinces of which the Vernacular language is rude, and wholly or almost exclusively confined to colloquial use, as we believe to be the case in Sind and elsewhere. It would confer a great benefit upon the people of India generally, if, gradually and without any steps calculated to offend local feelings or prejudices, but solely through the medium of the measures now in operation or contemplated for the improvement of education, Urdú-Hindustáni could be made familiar, in the first instance, to the educated classes, and through them, as would certainly follow, to the great body of the people, to the eventual supersession of inferior local dialects."

Despatch No. 86, dated 22nd June 1858, on the subject of language.

92. The same principle was maintained in a Despatch No. 86, dated 22nd June 1858, in which it was decided to retain Bengálí as the principal medium of instruction in Assam, and not to introduce Assamese in its place, as some persons interested in education had recommended; it was remarked in connection with this subject that "There can be no doubt of the importance of limiting, as much as possible, the number of different languages or dialects employed in British India, and of using every legitimate means of promoting uniformity in this respect through the several portions of our territory."

Lord Lawrence recommended Urdu in the Persian character as the language to be used in schools.

93. Lord Lawrence, after remarking that "it would probably be premature to direct any very strenuous efforts at present on English education, and that it might be better to rest a while until a class of youths should have arisen fit to receive the higher European learning by means of the English language," continued as follows:—

"The great and *immediate* object of attainment is the imparting of sound elementary knowledge in the Vernacular form. Let *the mass of the people* be taught the plain elements of *our* knowledge *in their own language*. This is the first thing, and this, it is hoped, can be done in the present age of translating. * * * The chief language to be used is the Urdú with the Persian character. The use of this tongue is rapidly spreading among all ranks, and is becoming more than a *lingua franca*. It is most fortunate that the Punjab presents such peculiar facilities for the simplification of language."

94. Sir Donald McLeod, again, was very powerfully impressed with the great importance of teaching Urdú or Hindustání in the Persian character, and in a simple form. I am intimately acquainted with his views on the subject, as he nominated me, before I succeeded to the Directorship, as military member of a commission on Hindustání books, of which he was the president, that was appointed at the instance of Sir Charles Trevelyan. No officer who has served in the Punjab was more popular than Sir Donald McLeod, or more intimately acquainted with the wishes and requirements of the people; and his opinion is therefore of great value on such a subject.

Sir Donald McLeod was very powerfully impressed with the importance of teaching Urdú in the Persian character.

95. Again, the indigenous Persian schools that previously existed were made, as I have explained, the nucleus of the village schools maintained from the educational cess. These were, in fact, the only schools that existed in any numbers in which anything approaching to a literary education was given. Persian was the most popular subject of secular instruction amongst both Hindús and Muhammadans. If Hindí in the Nágrí character, or Punjábí in the Gurmukhí character, or any other dialect had been adopted as the medium of instruction, we could have found neither teachers to give instruction, nor scholars to learn.

Persian indigenous schools—instruction in Persian, popular amongst Hindús and Muhammadans.

96. Under Sikh rule the official language of the Province was Persian; the British Government substituted Urdú or Hindustání; and Urdú having been adopted as the official language, it was absolutely necessary that it should be widely taught. Hindustání, moreover, is not only the official language of the law-courts, but also of all vernacular newspapers that have any considerable circulation. It is the ordinary means of communication amongst people of different classes. It has been adopted also for the work of patwáris; and it is the official language of the protected States.

Under Sikh rule the official language was Persian; British Government substituted Urdú.

97. It is evident, therefore, that Urdú or Hindustání in the Persian character must be taught in villages, as well as in large towns, unless the Government is prepared to change the official language of the Province.

Urdú in the Persian character must be taught in schools unless Government is prepared to change the official language.

98. The Provincial dialects, moreover, vary greatly in different parts of the Province, so that, if the real vernacular of the people were to be made the medium of instruction, we should

Dialects vary in different parts of the Province, which need not be perpetuated.

be obliged to teach not one local dialect, but many. Twenty years ago the dialects in use in various parts of England differed quite as much from standard English as the dialects used in most parts of this Province differ from Hindustání. There is sufficient diversity in the curriculum pursued in the schools of England and Scotland, yet no one has seriously proposed to perpetuate the local dialects of England, or even to teach lowland Scotch which has literary claims certainly not possessed by Punjábí.

Introduction of Hindí, a question of the character to be used. Absence of Persian words would make the books unintelligible to Punjábí children.

99. As regards the introduction of Hindí, the question, so far as regards Primary schools, is mainly that of the character to be used. The books prepared for girls' schools by one of the foremost advocates of Hindí are written in simple Hindustání. If Persian words were altogether excluded, such books would be unintelligible to Punjábí children. In the higher classes, no doubt, the champions of Hindí would substitute pure Hindí and Sanskrit for Persian, and in teaching mathematics, science and geography, they would use terms derived from Sanskrit.

Statement that progress of the Punjab boys is retarded by learning Urdú is without foundation and against experience.

100. The statement sometimes made, that the progress of Punjábí boys is retarded by the necessity of learning Urdú, is totally without foundation. The best Lower Primary school that I have met with in the Province is attended largely by villagers, who learn to read Urdú more rapidly than the pupils of any school that I have seen in the city of Delhi itself.

Charge against the Punjab Government that no higher class institutions have been abolished or transferred to private management. Principle laid down by Government on the subject.

101. Another charge that has been brought against the Government of the Punjab, and the Educational Department of the Province, is that Government schools have been organized and that only one institution of the higher class has been abolished or transferred, notwithstanding the distinct orders of the Supreme Government to abolish or transfer higher institutions, and the principle laid down in the Despatch of 1854, where the Court of Directors wrote as follows :—

"We look forward to the time when any general system of education entirely provided by Government may be discontinued with the gradual advance of the system of grants-in-aid, and when many of the existing Government institutions, especially those of the higher order, may be safely closed, or transferred to the management of local bodies under the control of, and aided by, the State."

102. This was the general principle laid down; but the necessity of establishing and maintaining Government schools where desirable was fully recognized, and in the summary of the Despatch of 1854, contained in the Despatch of 1859 already quoted, we find "the maintenance of the existing Government colleges and schools of a high order, and the increase of their number when necessary," and "the establishment of additional Zilláh or Middle schools," distinctly stated amongst the means prescribed in the Despatch of 1854 for carrying out the objects that were in view.

The necessity of establishing and maintaining Government schools was fully recognized in Despatch of 1854.

103. Again, in Despatch No. 6, dated 14th May 1862, reference is made to the ruling contained in the Despatch of 1854, "that no Government colleges or schools should be founded for the future in any district where a sufficient number of institutions exist capable, with assistance from the State, of supplying the local demand for education; and it was contemplated that a time might come when many existing Government schools might be discontinued and the work of education, to a greater extent, carried on by private institutions aided by the State." It is added:—"In the application of this latter principle attention must necessarily be given to local circumstances, and you have learnt from subsequent Despatches that Her Majesty's Government are unwilling that a Government school should be given up in any place where the inhabitants show a marked desire that it should be maintained, or where there is a manifest disinclination on the part of the people to send their children to the private schools of the neighbourhood."

The principle of carrying on work of education by private institutions discussed in Despatch No. 6, dated 14th May 1862.

104. This ruling of the Secretary of State, that Government institutions should not be abolished contrary to the wish of the people, is of great importance.

No school to be abolished contrary to the wish of the people.

105. Again, in Despatch No. 2, dated 23rd January 1864, occurs the following passage: "The Lieutenant-Governor of Bengal, in the letter of the 19th August 1863, assigns strong grounds for the establishment of Zilláh schools at Cachar, Deogurh and Debroogurh, and for the exemption of such schools from the operation of the resolution of 11th July 1863."

The establishment of a Model Zilláh school in each district at a distance from Calcutta approved by the Secretary of State.

"Mr. Beadon is quite correct in supposing that that resolution went further than was intended in paragraphs 46, 54 and 55* of Lord Stanley's Despatch, on which it was professedly founded. In the 46th paragraph confirmation was given to the orders of July 1854, under which an extended system of English schools was to be established, either at the sole cost of Government, or, 'preferentially,' by means of grants-in-aid; and in paragraphs 54 and 55 it was intimated that, 'as a general rule,' such schools should be left to be established by private means, with or without the aid of Government. It was clearly, therefore, the intention to leave to the several Governments in India the liberty to establish, exceptionally, English schools, at the expense of Government; and, though I fully concur in the views on this point expressed in Lord Stanley's Despatch, and see no reason to doubt the probability that, in most parts of the Lower Provinces, the provision of English education may safely be left to the operation of the grant-in-aid rules, I think it probable that, in districts remote from the great centre of civilization and activity at the Presidency, the direct action of Government may be necessary. I should not, therefore, consider it excessive if you saw fit to sanction the establishment, as a model institution, of one Government English school at the head-quarters of such districts, or, indeed, at those of all the few remaining districts not already supplied with such a school."

106. In Despatch No. 8, dated 16th March 1864, regarding the scheme of education sanctioned by the Government of India for the Province of Oudh, it is said that "it has hitherto been understood that as a 'Zilláh school' is, as a general rule, to be maintained at the expense of Government at the principal station of each district, so a 'Tahsílí school' shall be maintained by Government in each Tahsíldárí, generally at the head-quarters of the Tahsíldár." This is spoken of in the next paragraph as 'the established practice.'

In Despatch No. 8, dated 16th March 1864, on scheme of education for Oudh, the maintenance of a Zilláh school in each district and a Tahsílí school in each tahsíl referred to as the established practice.

107. This is quite in accordance with the plan sketched by Lord Lawrence in the Administration Report, already referred to, where, after describing the educational state of the Province as it then existed, it is said: "As a leaven to operate on this mass of ignorance it is now proposed to found some 30 schools at

Educational plan of Lord Lawrence in consonance with the subject of the last paragraph.

* NOTE.—This is the paragraph previously quoted in paragraph 41 of this report where it is said that "if Government shall have undertaken the responsibility of placing within reach of the general population the means of simple elementary education, those individuals or classes who require more than this may, as a general rule, be left to exert themselves to procure it with or without the assistance of Government."

the head-quarters of districts, about 100 schools in the interior of districts, 4 Normal schools; 1 central college at Lahore with one Principal and two Professors, all Europeans; the above schools all to be supported by the State." It was not proposed by Lord Lawrence to expend any portion of the Imperial assignment on indigenous or village schools.

In maintaining District schools the Punjab Government simply acts in accordance with the established practice.

108. The Government of the Punjab, in maintaining District schools, has been acting simply in accordance with the established practice. Prior to the decentralization scheme of 1870, moreover, the sanction of the Government of India for all the establishments maintained in these schools was required; and the full number, of one Zillâh school for each district, originally contemplated, has not been attained up to the present time.

In the Punjab, Secondary schools maintained directly by Government are less in number than in other Provinces.

109. It should be added that the number of schools for Secondary education maintained directly by the State is less in the Punjab than in Bengal, Bombay, Madras, the North-Western Provinces, or the Central Provinces.

The spirit of Despatch of 1854 relative to the extension of the grant-in-aid system fully observed in the Punjab.

110. The spirit of the Despatch of 1854 and of subsequent Despatches as regards the encouragement to be given to the gradual extension of the grant-in-aid system has been very fully observed in the Punjab. This will be observed from a comparison of the total amount expended from Provincial Revenues on Government and Aided schools for general education in the Punjab and in other Provinces, as shown in the following table; the figures except in the case of Madras being those for 1880-81:—

PROVINCE.	*Expenditure from Provincial Services in schools for general education.*		
	Government.	Aided.	Total.
1880-81.	Rs.	Rs.	Rs.
Punjab ...	1,63,815	1,12,198	2,76,013
N. W. P. and Oudh	3,23,554	1,53,944	4,77,498
Central Provinces ..	98,485	42,402	1,40,887
Bengal ...	2,15,996	7,84,929	10,00,925
Bombay	4,05,271	86,056	4,91,327
Madras (1879-80) ...	1,85,482	2,22,824	4,08,306

From this it will be seen that, as regards the comparative development of the grant-in-aid system, the Punjab holds the third place, and that, whereas in the Punjab the expenditure on Government schools for general education as compared with that on private Aided institutions is as 3 to 2, the expenditure on Government institutions in the North-Western Provinces is more than double, and in Bombay nearly five times, the amount spent on private Aided schools. These figures, however, by no means represent all that has been effected towards the extension of the grant-in-aid system. During 1881-82 the total amount expended from Provincial Revenues on Government schools for general education was Rs. 1,69,081, and of this Rs. 30,018 were spent on schools maintained on the grant-in-aid system, but returned as Government schools because they are under the management of Government, or of officers or Committees on behalf of Government. Prior to 1879-80 most of these schools would have been shown in the returns as Aided institutions.

The system followed in the Punjab adapted to facilitate transfer of schools to local boards.

111. The system pursued in the Punjab has been specially adapted to facilitate the transfer of all schools for general education to the management of local boards. As already stated, the great majority of schools have been, since a very early date in the history of the Department, under the management of Deputy Commissioners, and since the introduction of the decentralization scheme of 1870, the District and Municipal Committees have been associated in the management. The establishment of new schools, the appointment of additional teachers, the building of school-houses, the supply of school apparatus, and all such questions must be considered by the District and Municipal Committees who provide the necessary funds.

Extension of the grant-in-aid system to branch schools, &c.

112. The only schools for general education that have been retained under the direct management of the Department are District schools, with the Primary schools and branches attached to them. Here the branches were first organized on the grant-in-aid system, which was next extended to the Lower Primary division, and then gradually to the Upper Primary division, of the main schools.* These Primary schools and branches being dependent, in most cases, to a great extent on municipal contributions,

* In some few cases the Primary schools are maintained from local sources entirely, in others one or more of the senior teachers are still paid directly by the State.

their transfer to the management of municipalities became a mere question of time and opportunity. When these measures had been effected, the only schools for general education under the direct management of the Department would have been the Middle and High divisions of District schools.

Failure of attempts that were made to extend the grant-in-aid system to District schools. Its causes.

113. In the High and Middle departments of District schools the masters are paid directly by the State. Some attempts were made to extend the grant-in-aid system to schools of this class, and the District school at Ferozepore was at one time placed on the grant-in-aid system. It was found, however, very difficult to supply it with efficient masters ; as the men employed were not entitled to pensions, and were therefore under a distinct disadvantage as compared with those serving in ordinary District schools or in any other branch of the public service. The school was therefore replaced on its old footing ; and for the same reason a few other schools, at one time maintained on the grant-in-aid system, were converted into ordinary District schools.

Transfer of District schools to local management.

114. As long as the masters of District schools were paid from Provincial Revenues there would have been some difficulty in transferring these institutions to the management of local boards. The financial scheme now under consideration will, however, render such a measure practicable.

Absorption of indigenous Persian schools in Government institutions.

115. As I have already stated, all the best indigenous Persian schools that were scattered through the minor towns and the villages of the Province, at the time when the Department was first organized, were absorbed under the system introduced by Lord Lawrence. These measures, however, had little or no effect on the indigenous schools situated in large cities where Government schools for instruction in English were in course of time established. There was not then the same desire to learn English that there is at present ; and the teachers of indigenous Persian schools were naturally opposed to such an innovation, which seemed calculated, if successful, to draw away their pupils.

Organization of branch schools with the co-operation of native gentlemen.

116. Under these circumstances, with the co-operation of native gentlemen, some of whom subscribed liberally for the purpose, I tried the experiment of establishing branch schools throughout the city of Delhi, in which the best of the indigenous teachers were

employed. This system was soon extended to all the cities where large Government or Mission schools existed, and branches supported on the grant-in-aid system were organized in connexion with these institutions.

Assistance rendered by native gentlemen and committees in the organization of branch schools.

117. In the organization of branches in connexion with Government schools, individual native gentlemen and local committees rendered great assistance. In Delhi, a native gentleman undertook to act as patron of each branch school, with most excellent results. After the schools had been for some time firmly established, however, there was less room for the assistance of these gentlemen or of local committees, and their interest in most cases naturally began to flag. These branches, as I have already stated, are supported on the grant-in-aid system, but are shown in the returns as Government schools, because they are under the control of the Department. It has long been intended sooner or later to make them over entirely to local management,and the time has now arrived to carry this measure into effect.

Conversion of Banyá accounts-teaching schools into Government branch schools.

118. Besides the Persian schools, a considerable number of schools in which bazaar accounts are taught have been converted into branches of Government and Aided schools. In such schools the child of the banyá learns a complicated multiplication-table, in which fractional numbers are included, often also a system of mental arithmetic founded on this table, and frequently the elements of a rough system of writing, his technical education being completed in his father's shop. Most of the best of such schools throughout the Province have been organized in such a manner, as to combine instruction in the special knowledge required by the banyá, with the ordinary branches of education.

Absorption of indigenous schools in Government institutions, and their transfer to local management.

119. The process so far described with regard to indigenous schools has been one of absorption. The best indigenous schools have been converted into Government schools or branches of Mission schools. Those converted into Government schools, however, are supported either on the grant-in-aid system, or from Local Funds supplemented by fees; many, as stated above, were organized in the first instance under the patronage of native gentlemen, and all are more or less subjected to the influence of District or Municipal Committees, who will now probably be entrusted with their entire management, subject to such checks as may be necessary to secure efficiency.

120. The indigenous schools of the classes above described were maintained by teachers who obtained a more or less precarious income from school fees or presents in kind. The schools were under no responsible management, and the teachers were perfectly incapable of giving instruction in any subjects, or adopting any methods differing from those with which they were already acquainted. When the schools were brought under regular control, these indigenous teachers were either sent for training to the Normal schools, or provided with assistants who had been educated in Government institutions. Besides this, however, grants-in-aid have been given, from time to time, to indigenous schools which were left as long as possible under private management. Some few of these schools were really excellent institutions where the managers were sufficiently intelligent to introduce improvements and to impart a really sound education. Such schools, however, were generally wanting in stability, and tended, if they escaped dissolution, to be converted into Government schools, as the original promoters dropped off or became apathetic.

Management and teachers in the indigenous schools.

121. For some years past, as I have already stated, no grants have been allowed from Provincial Revenues to purely Vernacular schools for boys; and hence there have been no funds of any kind at the disposal of the Educational Department from which indigenous institutions not already taken over could be aided. District Committees, however, have been specially entrusted with the power of allowing grants-in-aid from District Funds, and the Lieutenant-Governor, a few years ago, particularly desired the District Committee of Pesháwar to aid the mullás who maintained private schools. The system of teaching little boys to read the Qurán by rote prevails in nearly every village in the Pesháwar District, and sometimes a little Persian is taught in addition. It was found that hardly any of these schools could be made efficient by grants-in-aid; but one of the local officers, who had been placed in charge of the educational business of the district, hit upon the plan of creating such schools as His Honor contemplated. The mullás, who have charge of such schools, are appointed under the authority of the Deputy Commissioner, and the schools are therefore returned as Government schools, though, generally more or less, under the influence of some local Khán. Something of the same kind has happened in other districts, where any attempt at the establishment of Aided schools has been made by Deputy Commissioners or

Schools aided by District Committees converted into Government schools.

District Committees. Such schools have fallen under the influence of the District Committees subject to the control of the Deputy Commissioners, and have thus become Government schools.

Mr. Coldstream's scheme for the encouragement of private schools.

122. Mr. Coldstream, Deputy Commissioner of Simla, and lately Deputy Commissioner of Hoshiárpur, who takes great interest in educational matters, brought forward, before leaving the latter district, a scheme with the view of encouraging the establishment of private schools educating up to the Lower school standard in reading, writing and arithmetic, which was approved by the District Committee and which seems to present some elements of success. This scheme can be more appropriately discussed hereafter. Up to the end of the last official year, however, District Committees had in no case met with any permanent success as regards the maintenance of schools on the grant-in-aid system.

Latest statistics of indigenous schools not under inspection.

123. The indigenous schools, in which it was most easy to introduce reforms at the time when the Government system of education was set on foot, were those in which Persian was taught. The majority of these schools, together with some Nágrí schools and a large proportion of those for teaching bazaar accounts, have been absorbed in the manner already described. Indigenous schools not under regular inspection find no place in the statistical returns prescribed by the Government of India. The latest year for which statistics were given in the annual report was 1878-79. According to the returns received from the Deputy Commissioners, there were, at the close of that year, 4,662 indigenous schools in the Province, containing 53,027 scholars.* Of these, 493 were returned as learning English, 2,612 Urdú, 7,567 Persian, 1,336 Sanskrit, 3,187 Hindí in the Nágrí character, 6,770 Lande Mahájaní, &c., and bazaar accounts, and 31,991 as learning Arabic.

Comparison of statistics of indigenous schools that existed in Lord Lawrence's time with those of the present time.

124. In Lord Lawrence's Administration Report above quoted, a statement is given of indigenous schools of which there were at that time 3,372 with 31,592 scholars, or rather more than 9 per school out of a population of 9,110,341 shown in the return.† Taking the figures given for 1878-79 as approximately correct at

* This number is probably approximately correct at the present time Assuming this to be the case, the total number of scholars in Government, Aided and Unaided institutions at the end of 1881-82 was 163,454. According to the last census the total number of persons under instruction was 174,749, but this includes children taught at home. Large numbers of girls and women learn the Qurán at home, and many Muhammadan boys receive some instruction before they go to school. Private instruction also is given to a less extent in Hindú families.

† This did not include the whole population of the Province, which was estimated at 12½ millions.

the present time there are now, as we have seen, 4,662 schools with 53,027 scholars, or more than 11 per school out of a population of 18,842,264. The number of indigenous schools, therefore, is considerably less, and of scholars attending them somewhat less, in proportion to the population than in 1855-56. This is to be accounted for by the absorption into the general system of indigenous schools.

Kinds of instruction given in indigenous schools Teachers incapable of adopting any other method of teaching.

125. Of the boys attending indigenous schools, nearly three-fifths were returned as learning Arabic, and nearly three-fourths of those returned as learning Arabic were in the Ráwalpindí circle, in the north-west part of the Province. These boys, as a general rule, receive no literary education of any kind, but attend a mosque, where they learn by rote some portion of the Qurán. It is not uncommon in some places for little boys to receive instruction of this kind before joining a Government school. About one-seventh of the total number of boys were learning Persian, and, of these, more than one-half were in the Ráwalpindí circle. So that the schools and scholars were very irregularly distributed, the majority being confined to one particular part of the Province. As we have seen, the majority of Persian schools have been absorbed in the general system, and we should naturally expect to find most of those that still retain an independent existence in the Ráwalpindí circle, where some classes of the people were slower than in other parts of the Province to accept instruction in Western knowledge. After Persian scholars, in point of numbers, come those who are learning banyá's accounts. Most of the best schools in which instruction of this kind is given, have, as already stated, been converted into branches of Government and Mission schools; and the process still continues slowly. The teachers are generally incapable of adopting any method of instruction or of teaching any character used in books; but assistants or monitors are associated with them when the schools are taken over. The number of boys learning Sanskrit and Hindí in the Nágrí character is, it will be seen, very small indeed.

Idea of aiding indigenous schools abandoned under Lord Lawrence, but a number of them absorbed in the general system.

126. We have seen that, under Lord Lawrence, the idea of aiding indigenous schools from Local Funds was abandoned, but that, during his government and that of his successor, a large number of Persian and Mahájaní schools, or schools for banyá's accounts, and some Nágrí schools, were absorbed in the general system.

127. The condition of the Qurán schools generally is much the same now as it has been for many generations. Six or eight or ten little boys attend a village mosque, where, as I have already said, they learn to read portions of the Qurán by rote, and their teacher, as a rule, has no idea of any other kind of instruction. Neither Lord Lawrence, nor Sir Robert Montgomery, nor Sir Donald McLeod, nor the Officers of the Educational Department, nor any of the Deputy Commissioners of the Province, have seen their way, as yet, to utilize schools of this class, that even in Qurán schools something might be effected in some instances, in case of the general introduction of a system of payment by results.

Stagnant condition of the Qurán schools—general failure to utilize them.

128. If we exclude from consideration Qurán schools, where, as a rule, no general education of any kind is given, schools for banyá's accounts where the boys learn mental arithmetic and sometimes a rude method of writing, but are not taught any character used in books, and Persian schools in frontier districts, where the teachers are not yet disposed to introduce any innovations, it will be found that there remain less than 7,000 pupils in indigenous schools of other descriptions. Amongst these are included Sanskrit schools with 1,336 pupils. These, like Qurán schools, contain generally very few pupils. Thus in Lahore there were last year 23 Sanskrit schools with 136 scholars, the numbers varying from 3 to 14. Instruction was in every case gratuitous. Amongst these schools are two in which Hindú medicine is taught, one for Hindú astrology, one for the recitation of the Vedás, and one for fortune-telling by casting dice.

Other indigenous schools.

129. Although the great majority of existing indigenous schools are, as Lord Lawrence described those in his time, 'of the rudest description,' and although the majority of indigenous schools that were really susceptible of decided improvement have been already utilized, there are some schools that have been established entirely by native agency, for the most part during the last few years, that are of a different type altogether. In some of these class teaching has been adopted, arithmetic and other subjects of modern instruction have been introduced into the curriculum, and a regular register of attendance is maintained. In some cases an attempt is made to combine

Superior qualities of certain indigenous schools recently established by native agency.

Introduction of a system of payment by results advocated in these schools.

secular teaching of a modern kind with religious instruction. Fees, if levied at all, are generally very low, and frequently a considerable number of small scholarships are given. In some cases the instruction is altogether gratuitous. Schools of this description are confined to the large cities of the Province. I think that such institutions should receive every encouragement, for their establishment is due entirely to native effort; and though the discipline is generally lax and the teaching, in most cases, very defective, the schools, with some aid and guidance, might probably be made really efficient. In the case of such institutions the introduction of a system of payment by results would be, I am inclined to think, by far the most satisfactory arrangement. I believe this to be the only possible method of securing good work without undue interference with the independence of such institutions.

The rule that no grant from Provincial Services should be given to Vernacular schools is a serious defect in the system, so long as there is no generally recognized plan for a ding them from Municipal Funds.

130. In 1877, when it was ruled by the Punjab Government that grants from Provincial Revenues should not be conferred on Vernacular schools, I pointed out that a tendency had lately been manifested in some of the large towns of the Province to establish Primary and Middle schools in the hope of receiving grants-in-aid, and that, under the new ruling, these would not be eligible for such grants. This is now the case, and the Department has been unable to give any aid to these schools. They are eligible, of course, for assistance from Municipal Funds, and in some few cases they do receive contributions from this source, but not on any regular plan. This appears to me to be a serious defect in the present system; but it will no doubt be remedied under the new financial scheme, which will probably necessitate a complete revision of the grant-in-aid rules.

Progress of education in Bengal ten years ago, and in the Punjab at the present time.

131. The Province of Bengal, ten years ago, had made very great progress in the diffusion of higher education. The total number of pupils under instruction was, however, very much smaller in proportion to the population than the number now attending Government and Aided schools in the Punjab.

In 1871-72, Bengal, with a population nearly four times as large as the Punjab, had altogether 166,140 pupils in Government and Aided institutions, whilst the Punjab institutions contain, as we have seen, 110,427.

132. Since 1871-72 persistent efforts have been made in Bengal to extend the influence of the Government in the matter of Primary education, an object which has been accomplished by allowing grants-in-aid to the large number of indigenous schools that were found ready to hand. In the Despatch of 1859 the failure that had attended the efforts made to promote Vernacular education by means of grants-in-aid is described, and it was, no doubt, indirectly due in some measure to the large sums spent in Bengal since that date on University and Secondary education that these indigenous schools had been called into existence. In 1880-81 the number of pupils attending Government and Aided institutions in Bengal had risen from 166,140 to 806,948, and the number attending Government and Aided Primary schools for boys was, in proportion to the population, considerably more than double the number attending such institutions in the Punjab; but the teachers, as we have seen, were most miserably paid, and the schools in general of the rudest description.

Increase in number of scholars in Bengal since 1871-72. Its causes.

133. In the Punjab the circumstances are altogether different. The indigenous schools that have been assisted by grants-in-aid in Bengal contained a number of pupils many times exceeding those enrolled in Government and Aided schools in 1871-72, whereas in the Punjab the number of pupils in indigenous schools is less than half the number attending Government and Aided schools. If the indigenous schools were all to receive grants-in-aid to-morrow, the number of scholars on the rolls of Government and Aided schools would still be small, and the great majority of those schools are either purely religious or purely technical, and the teachers generally are still, as they were in the time of Lord Lawrence, totally incapable of teaching the three most essential elementary subjects—reading, writing and arithmetic—to the Lower Primary standard.

In the Punjab the circumstances are different.

134. On the other hand, the general spread of education has induced the people in some of the large cities to organize schools well worthy of assistance; and we have further a system of Vernacular Middle schools which afford an education greatly superior to that which is imparted in the Vernacular schools of any other Province in India. These schools supply a number of youths annually increasing in number, many of whom embrace the scholastic profession; and it is the success of such schools that will, in my opinion, mainly facilitate the extension of

Means available in the Punjab for the extension of Primary education.

Primary education on a really satisfactory basis. Ten years ago no competent teachers would have been available for any large and rapid extension of Primary schools, whether by means of grants-in-aid or otherwise; but the time has now arrived when such extension appears to be quite feasible in many parts of the Province, and it will probably be found that the system of payment by results is the best and most economical method of accomplishing this object.

Extension of Vernacular Middle schools.

135. As we have seen, great stress is laid in the Despatch of 1854 on the importance of improving and extending Vernacular Middle schools. There are, however, no schools of this class in Bombay, Madras and the Central Provinces, though they exist in Bengal, the North-Western Provinces, and the Punjab.

A comparison between the statistics of Vernacular Middle schools of the Punjab and Bengal impossible.

136. It is impossible to institute any comparison between the statistics of the Vernacular Middle schools of the Punjab and Bengal, as the latter, if I am not mistaken, include boys who are really receiving Primary instruction.

Comparison with the North-Western Provinces.

137. In the North-Western Provinces there were, at the close of 1880-81, 498 Vernacular Middle schools containing 3,380 boys, whilst the Punjab contained 122 schools with 2,886 scholars. Each school in the Punjab, therefore, contained on an average 23 boys against 7 in the North-Western Provinces, and the total number of scholars in this Province was very much larger in proportion to the population than in the North-Western Provinces.

Subjects taught in the Vernacular Middle schools of the Punjab. Superiority of Punjab schools in regard to literary education.

138. The subjects taught in the Vernacular Middle schools of the Punjab are the following: Persian, Hindustání, History, Geography, the Sanitary Primer, and Mathematics including Euclid, Algebra, Arithmetic and Mensuration; the translation of the Physics Primer of Huxley's series also is taught in some schools; and this, together with Huxley's Introductory Primer and other scientific and technical subjects, will eventually be taught in all. The standard aimed at, as regards Western knowledge, is, I believe, somewhat higher in the Punjab than in the North-Western Provinces, and certainly much higher than in Bengal,*

* In Bengal the course of instruction in English Middle schools is identical, as regards all subjects except English which is an additional subject, with that pursued in Vernacular schools. In the Punjab, Mathematics to the Entrance standard are taught instead of English In Bengal, again the standard in English Middle schools is much lower than in the Punjab. Students from English Middle schools are expected to pass the Entrance examination two years after passing the Middle school examination, and scholarships to such students are tenable for two years only. In Bengal such scholarships are tenable for three years, and the students if they fail to pass at the expiration of three years, may be exempted from the payment of fees during a fourth year (*vide* Bengal Annual Report for 1880-81).

but the distinguishing feature of the Punjab schools is the literary education that is given. The course of instruction embraces a considerable range of Persian literature, and the scholars are made acquainted with the principal works of the best known authors, and there are no Vernacular schools, Government or Aided, in any other part of India in which a similar course of instruction in classical literature is imparted.

Progress of the Punjab Vernacular Middle schools.

139. The progress of these schools is shown by the increasing number of students who are successful in the Middle school examination, the standard of which has been considerably raised within the last few years. The first Middle school examination for Vernacular students was held in 1871. There was at that time a very good Vernacular school at Ludhiána, which supplied 27 successful candidates. From all the other Vernacular schools throughout the Province there were 32. Some of the Officers of the Department believed at that time that it would be impossible for the Vernacular schools of the Province to attain to the standard proposed. In April last 476 boys from the 125 Government Vernacular Middle schools were successful in the examination.

Superiority of Punjab Vernacular Middle schools in respect to the results of examinations over those of Bengal and North-Western Provinces.

140. In Bengal there were, in 1880-81, 172 Government Vernacular Middle schools which supplied 400 successful candidates to the Middle Vernacular scholarship examination. The total number of Vernacular Middle schools in Bengal, Government, Aided and Unaided, was 1,028, and from these 1,998 students passed the examination. I do not like to insist too much on the results of examinations conducted by different Examiners on different systems. Still it is clear that the standard of instruction in the Vernacular Middle schools of the Punjab is much higher than in Bengal, and that the number of students who complete the course and pass the final examination is larger in proportion both to the number of schools and to the population in the former Province than in the latter. In the North-Western Provinces the number of students who passed the examination in 1880-81 was comparatively very small, and the schools are unfavorably noticed in the Annual Report.

There is great difference in attendance and character of the instruction in different parts of the Province, but on the whole progress steady and rapid.

141. There is of course a very great difference both in the attendance and in the character of the instruction imparted in the Vernacular Middle schools in differents part of this Province, but their progress is, on the whole, steady and

rapid. Some of the schools possess at present teachers of great ability and the Central Training college will supply them in future with men of a very high standard of attainments.

Quality of teachers trained for Vernacular Middle schools.

142. The Despatch of 1854 contemplated the employment of teachers acquainted with English in Vernacular Middle schools. This was not practicable, but the teachers who have attended Normal schools have been trained by masters who have received a University education, and those who attend in future the Central Training college will, of course, obtain additional advantages.

The assertion that the Punjab Government English schools are inferior to those of other Provinces, refuted.

143. Some persons have asserted that the Government English schools of the Punjab are inferior to those of other Provinces. The state of education in English High and Middle schools is tested by the Entrance examination and the Middle school examination. Some scholars of the Punjab High schools appear at the Entrance examination of the Calcutta University, some at that of the Punjab University college, some at both. The following table shows the number of candidates in 1880-81 from the Government schools of the Punjab, the North-Western Provinces, the Central Provinces and Bengal for the Entrance examination of the Calcutta University, and the number who passed in each division. It will be observed that, as regards the percentage of successful candidates, the Punjab stands equal with the Central Provinces, and before the North-Western Provinces and Bengal; and that the number of students placed in the first division is much larger in the Punjab, in proportion both to the total number of candidates and to the total number who passed, than in either of the other three Provinces.

PROVINCES.	Number of candidates.	*Number passed*				Percentage of passes on number of candidates.
		1st Division.	2nd Division.	3rd Division.	Total.	
1880						
Punjab ...	49	13	21	1	35	71·4
N.W.P. and Oudh	211	23	91	28	142	67 3
Central Provinces	35	5	20	...	25	71·4
Bengal ...	762	161	287	93	541	70 9

144. It may be observed, further, that 69 students passed the Entrance examination of the Punjab University college, and that the total number of students who passed either the Entrance examination of the Calcutta University or that of the Punjab University college, or both these examinations, is very much larger in proportion to the total number of students on the rolls of Government High schools in the Punjab than the number successful in the Entrance examination in any of the other five Provinces.*. The results of the Anglo-Vernacular Middle school examination in the Punjab also were very favorable, the number who passed the examination being far higher in proportion to the number on the rolls than in any of the other Provinces; but I prefer to rely, for a refutation of the aspersion that has been cast on the efficiency of the Government English schools of the Punjab as compared with other Provinces, on the results of the Entrance examination of the Calcutta University, as the standard was the same for all.

The number of successful candidates in the Punjab very much larger, in proportion to number on rolls of High schools, than the number of passed students in any other Province.

145. The English education of the natives of this Province is conducted almost entirely in Government and Aided schools, and nearly all these Aided schools are maintained by the various Missions. There can be no doubt that the Mission schools confer a very great benefit on the people of the Punjab by the employment of a number of earnest and cultivated men, who devote their lives to the moral and intellectual improvement of the youths who are committed to their charge, and also by the expenditure of large sums of money raised, by subscriptions in England and in this country, for educational objects.

Influence of Mission schools.

146. There is at the present time an influential party who desire that all Government High and Middle schools for English education should be closed, so that the field may be left open to private, or in other words, almost exclusively, to Missionary enterprize. On the other hand, there are many Missionaries who think it desirable that the Missions should give up their schools, and confine themselves to more direct efforts for the promotion of the main object that they have in view.

Desire of an influential party that Government schools should be made over to Missionaries, &c.

147. In my opinion, either course would be extremely injurious to the cause of education, and productive of no compensating

Disadvantages of the proposed measure

* In general Form No. 4 of the North-Western Provinces, which should show the percentage of successful candidates on the total number of scholars on the rolls at the beginning of the year, the number of scholars in the highest class has been apparently taken instead of the total number on the rolls of the High schools.

advantage of any kind whatever. If the Missionaries were to leave the field, education would suffer from the withdrawal of the services of the very considerable number of European and American gentlemen who devote themselves to the cause, and the loss of the large sums now expended by the Missions. If, on the other hand, the Government schools were to be closed or transferred to Missionary bodies, two great evils would follow. In the first place, large numbers of respectable people, who object on religious grounds to send their children to Mission schools, would be deprived of the means of education that they at present enjoy; and in the second place, no scheme could be devised that would be more destructive of local effort. Mission schools do not call forth local effort. The people have and can have no part in their management, and contribute little or nothing beyond the school fees towards their support. Government schools, on the other hand, have been created and nourished by Government with the avowed purpose of making them over eventually to the management of the people themselves; and, as we have seen already, the system pursued in this Province has steadily paved the way for such an arrangement.

Objections to the abolition of either Government or Mission schools.

148. There is another very strong objection to the abolition of either class of institutions. It appears to me to be a matter of the greatest importance that there should be considerable diversity in the management of schools of all classes, that a healthy spirit of rivalry should exist, and that it should be possible to institute comparisons between schools of different kinds. For this reason, amongst others, I think it would be a great misfortune if either type of school were abolished, or if Government schools were to fall under the management of Missions.

Defects in Mission schools.

149. There are at the present time some serious defects in Mission schools, which it is impossible to bring out clearly except by a comparison with Government schools. It is, I believe, quite practicable to remove these defects, and a great deal has been done already to diminish them; but the statistics that I shall adduce will show beyond all doubt that they do exist at present.

Advantages enjoyed by Government and Mission schools respectively.

150. I should premise that both Government and Mission schools enjoy some special advantages. Government English schools are recruited, more or less, by clever boys from all parts

of the country ; whereas Mission schools are, as a rule, purely local institutions. Owing, again, to the prospect of obtaining pensions, and various other causes, service in Government schools is generally preferred by natives to service under Missions. On the other hand, Mission schools are presided over generally by educated European or American gentlemen, whereas the majority of masters, both in High and in Middle Government schools, are natives, and there are two or three only in the whole Province who were not born and educated in India. In the majority both of High and of Middle schools *all* the masters are natives.

Comparative efficiency of instruction in Government and Aided schools as shown by results of Entrance examination.

151. Under these circumstances we might expect to find that, if there were defects in the lower classes of Mission schools, the higher classes at all events would show a marked superiority over Government schools ; but this is far from being the case. From the results of the Entrance examinations of the Calcutta University and of the Punjab University college during the last few years, it would appear at first sight that the higher classes of Government schools are taught in a far more efficient manner than those of Aided schools.

Superiority of Government schools shown by the results of examinations.

152. The superiority of Government schools is shown, first, by the proportion of students who pass the Entrance examination as compared with the total number on the rolls ; and secondly, and in a far more remarkable manner, by the position in order of merit of the successful candidates.

Comparison of results of Entrance examinations in Government and Aided schools as regards percentage of successful candidates.

153. At the beginning of 1881-82 there were 253 students on the rolls of Government and 124 on the rolls of Aided High schools. Of the former, 81, or 32 per cent., passed the Calcutta examination held in November 1881, or the Punjab examination held in May 1882, or both. Of the latter, 17, or 13·7 per cent., passed one or other or both of these examinations.

Ditto ditto as regards order of merit.

154. In the Calcutta examination held in 1879, the 5th, 6th, 11th, 19th and 27th places, amongst the first 30 held by natives who passed from the Punjab, were taken by students of Mission schools. In 1880 Mission school candidates gained the 3rd, 8th, 12th, 17th, 24th and 28th places out of the first 30 in order of merit. In 1881, the 10th, 24th, 26th, 29th and 30th places were taken by Mission school candidates.

In these three cases almost all the other places were gained by students of Government schools.

Ditto ditto.

155. In the Punjab Entrance examinations held in November 1880, in May 1881, and in May 1882, almost all the highest places were taken by students of Government schools. In the examination of November 1880, the 24th place in order of merit was the highest gained by a Mission school student. In the examination of May 1881 there was some improvement, the 5th, 21st and 23rd places having been gained by candidates from Mission schools. In the last examination the highest place gained by a Mission school student was the 40th in order of merit.

Inference drawn from the above comparison.

156. There can be no possible doubt as to the inference to be drawn from these results; they show clearly that the acquirements of boys attending Mission High schools are decidedly inferior to those of students attending Government High schools, and it is, in my opinion, a matter of great importance to ascertain the cause of this inferiority. It would appear, at first sight, that the greater success achieved by students of Government High schools, as compared with candidates from Mission schools, must be due entirely to the superiority of the instruction imparted in Government High schools. This, however, is not necessarily the case. Supposing that Government and Mission High schools are equally well taught, the students of the former would necessarily acquit themselves better in the Entrance examination if their attainments on joining Government High schools were superior to those of students who are admitted to Mission High schools; and this, I believe, is the real explanation of the matter.

Improvement in Mission schools has taken place of late years.

157. For some years after the Middle school examination was first instituted, the proportion of students from Mission schools who were successful was extremely small; but a marked improvement in this respect has taken place of late years, and we now find that the proportion of students who pass, as compared with the total number on the rolls of Middle schools, approaches very near to that attained in Government Middle schools. This is so far satisfactory, but the students of Mission schools who pass the examination stand generally low in the list. In the last examination there was one brilliant exception, a student of

the Ludhiána Mission school having gained the first place. Out of the 50 students who stood at the head of the list, however, four places only—the 1st, 11th, 27th and 42nd—were gained by Mission students.

Primary school examinations of Mission schools.

158. The Upper and Lower Primary examinations are merely pass examinations, and the students are not arranged in order of merit. Here, again, we find that, as regards the Upper Primary school examination, a great improvement has taken place: the number who passed the Upper Primary school examination was actually larger on the last occasion as compared with the total number of boys in the Upper division than in Government schools. On the other hand, the number of boys in the Upper division is comparatively small, owing to the fact that the results of the Lower Primary school examination, though improving, are still very inferior to those shown in Government schools.

Assertion that the results of the Departmental examinations are not reliable, refuted.

159. It has been said of late by some persons that the results of the Departmental examinations, as regards the comparative merits of students attending Government and Aided schools, are not thoroughly reliable, as they are conducted by officers of the Educational Department who are entrusted with the superintendence of the principal Government schools and may be liable to bias in consequence. It is unfortunate that such a feeling should prevail, but the transfer of Government schools to local management will, it is to be hoped, leave no room for such ideas in future. There is, I believe, not the remotest foundation for such a suspicion; and the fact that, as regards the number of passes in proportion to the total number on the rolls in each division of the schools, the three Departmental examinations are far more favorable to Mission schools than the Entrance examination, would appear to afford in itself a sufficient refutation.

The results of Departmental examinations show the improvement made by Mission schools, and the defects existing in them.

160. The results of the Departmental examinations show, as I have already stated, a very great improvement in Mission schools during the last few years—more especially in the Upper Primary and the Middle departments. They show, however, that there are still great defects in teaching, and it appears from the Inspector's reports that many of the subordinate teachers are still inefficient. The weak

point in these institutions is, and always has been, the inefficiency of the teachers of the Lower Primary department, and the want of proper control and supervision over the elementary classes, the teachers being left frequently very much to themselves. Want of thoroughness in the instruction given in the lower classes produces its natural effect throughout the whole school, which is strongly manifested, as we have seen, in the results of the Entrance examination.

The Director attaches great importance to these examinations

161. I attach great importance to these examinations, as they afford a series of definite standards for both masters and pupils, at different stages to work up to; and they help also to fix responsibility. They have had a very marked effect in improving Government schools throughout all the classes from top to bottom, and I believe that they will exercise an equal effect on Mission schools, which have been, during the last few years, subjected to their influence to a much greater extent than formerly.

Some of the best schools in the Province are taught entirely by natives.

162. It is a matter worthy of special remark that the two schools which have acquitted themselves amongst the best in the whole Province are schools taught entirely by natives. The number of successful candidates sent up by the Hoshiárpur District school, both to the last Entrance and to the last Middle school examinations, was greater than the number supplied by any other Government school in the Province, and more than double the number sent up by any Aided school for natives. The Gurdáspur District school held the second place as regards the total number of successful candidates sent up to the Middle school examination, and was very successful in the Entrance examination also.

Comparison of cost of education in Government and Aided schools.

163. The cost of educating each pupil in Aided English schools for native boys, High and Middle taken together, was Rs. 68-10, and in Government schools Rs. 69-15. The average amount paid for each scholar, exclusive of what he himself paid as fees, was Rs. 63-9 in Aided and Rs. 62-5 in Government schools. A comparison of the cost of educating each boy in the Primary English schools attached to these institutions gives similar results. In both cases the cost of education is approximately the same.

164. From a return prepared for the Education Commission, however, it appears that the cost of educating each boy in Government High schools, taken separately, is much greater than Aided High schools for natives, whilst in Middle schools it is of course less.* The reason of this is that the salaries of the masters who teach the higher classes of Government schools at Delhi, Lahore and Amritsar, and to some extent in other Government High schools, are comparatively large. Competent masters are now to be had on very much lower salaries than formerly, and though it is necessary to respect the interests of present incumbents, and it is desirable also that the scholastic profession should offer some prizes, there can be no question that the cost of educating each boy in High schools will be very greatly reduced in the course of the next few years.

Comparison of cost of education in High and Middle schools separately.

165. It would be quite possible, at Amritsar for example, to teach up to the First Arts standard. The masters now teaching the High school would then teach in the collegiate department; other masters on lower salaries would take their place, and the cost of education in the High school would be at once reduced by more than one-half, whilst the only additional expense would be that involved in some slight addition to the staff of junior masters employed in the Middle school. I have long contemplated the expediency of a measure of this kind when the demand for higher education should appear to justify it. A similar course might be pursued elsewhere. It will be quite possible also to organize High school departments, where they do not at present exist, in connection with District Middle schools, with very little expense. By these two measures—the employment of masters of some of the existing High schools on other work, their place being taken by men on lower salaries, and by the organization of new High school departments on an economical scale—the average cost of education in High schools can be very greatly reduced.

Plan for reducing the cost of education in Government High schools by opening collegiate departments in connection with certain High schools, &c.

166. It is indeed obvious that, since the cost of the services of highly educated natives tends to fall rapidly as the supply increases, and since the principle of employing natives exclusively, or almost exclusively, in District High schools

Cost of education in Government schools must tend to fall below that in Mission schools by the exclusive employment of natives.

* In the annual returns the expenditure on High and Middle schools is shown in a lump sum. A statement, however, has been prepared in my office for the Education Commission which shows the expenditure on High and on Middle schools separately. As these schools are not organized as separate institutions, and the information was not called for until after the close of the year, the division of expenditure can be only approximately correct.

has been recognized, the cost of education in these institutions must necessarily tend to fall below that incurred in Mission High schools, where European or American gentlemen take part in the tuition. The cost chargeable to public funds, whether Local or Provincial, will, however, be probably larger for some years in District High schools than in Mission schools, which are supported to such a large extent by the liberality of the English and Anglo-Indian public.

Comparison of cost of education in Government and Aided schools English schools for native boys.

167. We find, then, that the comparative cost of education in Government and in Aided English schools for native boys, whether Secondary or Primary, is nearly equal; but if we take the cost of High and Middle schools separately, we find that Government High schools are more expensive, and Government Middle schools cheaper, than Aided schools of the same class. The cost of education in Government High schools is, however, capable of considerable reduction; and there is no doubt that these institutions, when taught exclusively by natives, as they will be eventually, should be cheaper than the existing Aided schools.

Cost of education in Aided girls' schools.

168. There are no Government English schools for native girls, but there are three Aided schools of this description. The cost of educating each girl is very high at present, but this is unavoidable, as the number of pupils is small and native teachers are not available. It is proposed in two, at least, of these schools to teach up to the Entrance standard. There is every reason to hope that the experiment will be successful, and there can be no doubt that the effect of an example of this kind of what can be accomplished in the way of female education, would be invaluable in this Province.

Cost of education in Aided schools for boys.

169. There are no Aided Vernacular schools of the Middle class, and few purely Vernacular Primary Aided schools. The total number of the latter is 33, the majority being those for the education of low-caste boys at Delhi. The cost of education is high as compared with Government schools.

Cause of high cost of education in Aided Vernacular girls' schools.

170. The cost of Aided Vernacular schools for girls also is high as compared with Government schools, being considerably more than double, owing mainly to the fact that so many ladies are employed by the various Missions. This is no doubt a good and sufficient reason, and the schools deserve encouragement; but it is

quite impossible that funds can be made available for the extension of female Primary education, to any large extent, by means of Aided schools at the present rate of expenditure.

Cost of education in the Aided Normal school at Amritsar.

171. In Chapter VI, on special and technical instruction, I have referred at some length to the cost of education in the Aided Normal school at Amritsar, the causes that explain the high rate that prevails, and the measures that seem to me required to reduce it, not by diminishing the total expenditure, but by enlarging the scope of the institution, and enabling it to train a much larger number of teachers in proportion to the money expended.

Summary.

A summary of some of the most important points touched upon in the foregoing paragraphs.

172. The most important points apparent from the facts above stated are the following :—

(1).—Since 1865-66 there has been, on two occasions, a falling-off in the number of boys receiving Primary instruction in this Province.

(2).—This was due, in each case, to the deliberate policy of the Punjab Government, which caused the abolition of a certain number of schools.

(3).—The first reduction was advocated by Sir Donald McLeod, whose opinion on such a subject is certainly entitled to as much weight as that of any authority ever known in India, and by other Officers of distinction.

(4).—The second reduction was caused by the ruling of the Punjab Government, that certain charges, including those for purely Vernacular schools for boys, should be borne by Local Funds.

(5).—The number of boys attending each Vernacular Primary school for boys in the Punjab is larger now than at any previous period, but the total number of boys is slightly less than it was a few years ago, in consequence of the second reduction in the number of schools.

(6).—The cost of education in the Government Vernacular Primary schools for boys in the Punjab is lower than in the Government schools of other Provinces, though higher in some cases than in Aided schools, especially those in Bengal. The latter are, however, for the most part, of the rudest description.

(7).—The fact that there has been on two occasions a reduction of scholars, in consequence of the closing of Vernacular Primary schools, has been adduced with the view of making it appear that the schools are unpopular; the popularity of the schools is proved—(1) by the increasing attendance in each school; (2) by the fact that, though the teachers are comparatively well paid, the cost of education is comparatively low, which indicates a large number of scholars in proportion to the number of teachers, ; and (3) by a steady increase in school fees.

(8).—As regards fees, it is well worthy of remark that—though, of course, the amount collected will bear no comparison with the large sums paid in Bengal, Bombay and Madras—Punjab students of both Secondary and Primary schools pay much more than those in the North-Western Provinces. Thus in 1881-82, in Government English schools for Secondary education in the Punjab, 2,407 boys paid Rs. 18,331; in the North-Western Provinces, during 1880-81, 2,451* boys paid Rs. 13,074. In Government Vernacular schools for Secondary education in the Punjab, 2,874 boys paid Rs. 4,141; and in the North-Western Provinces during 1880-81 3,173 boys paid Rs. 2,244. In the Punjab, it is true, a considerable number of boys receive scholarships, mostly of very small amount, and a portion of the fees, especially in English schools, is paid by these scholarship-holders. Allowing for such students, we find that, in the Punjab, 3,771 students of Secondary schools, English and Vernacular, exclusive of scholarship-holders, paid Rs. 15,508; whilst in the North-Western Provinces 5,624 students, inclusive of scholarship-holders, paid Rs. 15,318. Again, the fees paid in 1881-82 by boys attending Government Primary schools, English and Verncular, in the Punjab amounted to Rs. 46,209, whilst during 1880-81 the amount paid in the North-Western Provinces by a much larger number of boys was Rs. 33,742.

(9).—Government Primary schools for girls are cheaper than those in any other Province, Government or Aided; with the exception of the Aided schools of Bengal.

(10).—The percentage of the population attending Primary schools for boys is approximately the same in the Punjab, in the North-Western Provinces, and Madras. In Bengal and Bombay it is more than

* I have taken the average number on the rolls during the year

double that in the Punjab, and in the Central Provinces considerably higher. Ten years ago the percentage in Bengal was very much lower than it now is in the Punjab.

(11).—If the necessary funds could be made available, the attendance in the Punjab, as compared with the population, could at once be raised to a level with Bombay at very much less cost.

(12).—As regards the contrast that has been drawn between the wish expressed by Lord Lawrence that each village or group of villages within easy access of each other should be provided with a school, and the existing state of things, it has been shown—(1) that the system actually introduced by Lord Lawrence did not supply the means of attaining this object; and (2) that Lord Lawrence himself recognized the impossibility of carrying out any system of really national education in the immediate future.

(13).—The extension of Primary education in this Province is highly desirable. Under existing arrangements it depends mainly on the contributions that District and Municipal Committees are able and willing to make. The Educational Department is powerless in the matter. If funds are made available, the Vernacular Middle schools will supply competent teachers.

(14).—As regards the statements that have been promulgated regarding the misapplication of the one per cent. cess, it has been shown that the expenditure from District Funds, in which the one per cent. cess has been merged, on village schools and on the education of agriculturists, far exceeds the income of the cess.

(15).—Since 1865-66 large reductions have been made by local authorities in the number of Primary schools for girls, owing chiefly to the worthless character of many that were established in the first instance. The number of girls in attendance is nevertheless higher in proportion to the population than in Bengal, the North-Western Provinces, and the Central Provinces.

(16).—The Urdú language was made the principal medium of instruction in Government schools in accordance with the strongly expressed opinion of Lord Lawrence, Sir Donald McLeod, and other experienced Officers; and with the full approval of the Court of Directors. The general principle on which this decision was founded was re-affirmed by the Secretary of State.

(17).—When the Department was first organized, indigenous schools consisted chiefly of—(*a*) Persian schools, (*b*) schools for teaching banyá's accounts, and (*c*) religious schools, the great majority being schools for teaching portions of the Qurán by rote.

(18).—The plan of improving without absorbing indigenous schools was tried and failed in the North-Western Provinces, and contemplated in the Punjab; but the idea was abandoned, and, under Lord Lawrence, the Persian schools scattered over the country were largely converted into Government schools.

(19).—Subsequently large numbers of Persian schools and a large proportion of the schools for banyá's accounts, in the chief cities of the Province, were converted into branches of District and Mission schools maintained on the grant-in-aid system. Those attached to District schools, after being brought into order and properly organized, will now, in fulness of time, be retransferred to local management.

(20).—From time to time grants have been given from the Imperial or Provincial Revenue to indigenous schools, with the intention of leaving them quite independent. Owing, however, to the want of permanent and responsible managers, they have, as a rule, either ceased to exist or fallen under the influence of Government officers. The Anglo-Sanskrit school at Delhi, however, which is purely indigenous, has proved very successful.

(21).—District Committees are authorized to confer grants-in-aid. Hitherto schools aided by District Committees have fallen eventually under the management of local authorities, and are classed as Government schools.

(22).—Of late, in some of the large cities, schools have been established in which there is some attempt at the organization of classes, and a combination of secular with religious instruction. Some of these are certainly worthy of special encouragement. Formerly they would have been eligible for aid from the Provincial Revenues, but it has been ruled, within the last few years, that purely Vernacular schools are not eligible for such grants. They are eligible, of course, for aid from Municipalities, but there is no generally recognized plan. This appears to me to be a defect in the present system, but the new scheme for local self-government will necessitate a recasting of the grant-in-aid rules, when this defect can be remedied.

(23).—It is probable that the only possible method of insuring the efficiency, without interfering with the independence, of indigenous schools would be a system of payments by results.

(24).—The attempt to make it appear that the sum of Rs. 6,50,000 made over from Imperial Funds to the Local Government has not been expended in accordance with the Educational Despatches laid down for guidance, and that it ought to have been expended mainly on Primary Vernacular education, is based on an erroneous interpretation of these Despatches.

(25).—Notwithstanding the policy laid down by the Punjab Government, that the charge for popular education shall be thrown more and more on Local Funds, the expenditure on Primary education from the Provincial Revenue in the Punjab is more, in proportion to the total expenditure from that source, than that incurred in Madras, Bengal, the North-Western Provinces, and the Central Provinces.

(26).—The view that, by establishing and maintaining a Government college and District or Zilláh schools, the Punjab Government has infringed the principles laid down in the Despatch of 1854 and subsequent Despatches, and neglected the positive orders of the Supreme Government, is wholly erroneous. The Punjab Government maintains fewer District schools than was contemplated by Lord Lawrence, and fewer than it is warranted in maintaining by the established practice of other Provinces formally recognized by the Secretary of State.

(27).—There is no Province in India in which the spirit of the Educational Despatches has been more fully observed than the Punjab.

(*a*).—It is on the importance of improving and extending Secondary education, especially Vernacular Middle schools, that the greatest stress is laid in the Despatch of 1854. Few Provinces, however, possess any Vernacular Middle schools whatever, and no Province contains schools which afford a combined general and literary education such as is imparted in the Punjab. Attention to this important subject has now enabled the more advanced districts to supply village teachers better educated than are to be found in other Provinces, or than could be obtained in the Punjab a few years ago. This will greatly facilitate the extension of Primary education.

(*b*).—As regards the extension of the grant-in-aid system, it has been shown that the expenditure from Provincial Revenues on Aided

as compared with Government schools, for Primary and Secondary education is very much higher in the Punjab than in Bombay, the North-Western Provinces, and the Central Provinces; and further, that in the Punjab the grant-in-aid system has been very largely applied to so-called Government schools that would, a few years ago, have been reckoned as Aided institutions.

(*c*).—Again, it has been shown that the system pursued in the Punjab is specially adapted to facilitate the transfer of Government schools to local boards.

(28).—In 1865-66 the total expenditure from all sources was less in proportion to the number of scholars on the rolls than in 1881-82. The absurdity of drawing any conclusion from a comparison of this kind, unless it is accompanied with a careful examination of the objects on which the money is spent, has been shown. It has been shown that in the latter year the expenditure on the Medical college, the School of Art, the Central Training college, the Aided Normal school at Amritsar, the Punjab University college, schools for Europeans, and other objects that would not materially influence the total numbers, has been included. It has been shown also that, if we compare the total number of scholars who have acquired a knowledge of some practical utility, we find that the increase in the number of students is proportionally very much greater than the increase in the expenditure, including the objects above enumerated which exercise no influence on numbers. We have seen also that ten years ago the expenditure in Bengal was much larger, in proportion to the total number of students, than it now is in the Punjab. An extension of Primary education ten years ago in Bengal was desirable and has been carried into effect, and of course the numbers have increased enormously as compared with the expenditure. This does not prove that the money spent ten years ago was not well spent. So in the Punjab, the extension of Primary education is most desirable, and can be more easily and efficiently carried out now than at any previous period—yet the money now spent is well spent.

(29).—As regards the Government English schools of the Province, it has been shown that, so far as their efficiency can be tested by the success of students who appear at the Entrance examination of the Calcutta University, they will bear a very favorable comparison with the schools of other Provinces that supply candidates for the same examination. The total number

of students also who pass the Entrance examination of the Calcutta University or that of the Punjab University college, or both these examinations, and the number who pass the Anglo-Vernacular Middle school examination, is larger in proportion to the number of students on the rolls in each class of institution at the commencement of the year than the numbers successful in corresponding examinations in other Provinces. Too much stress should not be laid on the results of examinations conducted by different examiners, but it is, nevertheless, worthy of note that the Government English schools of the Punjab, whether judged by the test of the Calcutta University or by other examinations, will bear a very favorable comparison with those of any other Province.

(30).—It has been shown also that the acquirements of students attending Government High schools in this Province, as apparent from the results of the examinations of the Calcutta University and the Punjab University college, during the last three years, are far superior to those of Mission school students; and that this is the case in Middle schools also, though a very great improvement in Aided Middle schools is observable.

173. It may be said, in conclusion, that though there is, no doubt, room for improvement in schools of every class in the Punjab, their condition is fairly satisfactory, and that, notwithstanding the disadvantages under which they labor in consequence of the very backward condition of some of the wilder districts, they will, nevertheless, on the whole, compare favorably, as regards their present state of efficiency, with those of any other Province. There is no Province in which the spirit of the Education Despatches has been more strictly observed than the Punjab. There is no Province containing Vernacular Middle schools in which an equally liberal education is imparted; and there is consequently no Province that is in a position to supply teachers for Primary Vernacular schools whose attainments are equal to those of the young men now available in the more advanced districts of the Punjab. There is, moreover, no other Province in which any attempt has been made to provide for the systematic training of teachers employed in schools for higher education, and candidates for employment as local inspecting officers, on whose professional knowledge the efficiency of Primary schools depends to a very great extent. These are, therefore, peculiar facilities for the extension of Primary education in the Punjab. Indigenous schools that presented any hope of improvement in years gone by,

The conclusion.

were utilized in the most efficacious manner possible, and, having been organized on an efficient basis, can now be transferred to the management of local boards—a measure for which the Punjab system has been specially adapted to prepare the way. There are no doubt some indigenous schools established during recent years that have been, to a certain extent, neglected in consequence of the state of transition, as regards financial arrangements, that has existed during the last few years, and these should receive more systematic encouragement. The development of Primary education, also, has received a temporary check from the same cause; though the percentage of scholars under instruction in Primary schools for boys is approximately the same as in two out of the five Provinces with which a comparison has been instituted, and that in girls' schools is higher than in three of these Provinces. The system of local self-government, now about to be introduced, will afford an opportunity of devising a scheme for the encouragement of indigenous institutions that are worthy of assistance, and also for the further development of Primary education under competent teachers, for which, as we have seen, the flourishing condition of Vernacular Middle schools affords peculiar facilities that are of recent growth in this Province and that do not exist elsewhere.

CHAPTER II.

CONTROLLING AGENCIES.

174. The controlling agencies are, as I stated in my last Report—(1) Inspectors of schools, who are responsible for the management of District schools and their branches, and who exercise a considerable influence over other schools in the capacity of professional advisers; (2) Deputy Commissioners, who have the control of almost all Government schools, except District schools and their branches; (3) District and Municipal Committees, who to a great extent provide the funds, and who take more or less part in the management of schools; (4) District Inspectors and Chief Muharrirs, who are subordinate to Deputy Commissioners; and (5) Tahsíldárs, who are expected to visit schools and to do all in their power to promote the cause of education.

Detail of controlling agencies.

175. There are four circles of inspection—the Umballa circle, containing the Umballa, Delhi and Hissár Divisions; the Lahore circle, containing the Lahore, Amritsar and Jullundur Divisions; the Ráwalpindí circle, containing the Ráwalpindí and Pesháwar Divisions; and the Mooltan circle, containing the Mooltan and Deraját Divisions. There are three Assistant Inspectors, two of whom are attached to the Lahore circle and one to the Umballa circle.

Circles of inspection, and the divisions comprised in them.

176. In May 1881, Mr. C. R. Cooke, the Inspector of the Umballa circle, whose health had been failing for some time, was obliged to take three months' privilege leave. During this time, Dr. Stulpnagel, Professor in the Lahore Government college, officiated as Inspector. In August Mr. Cooke returned to duty and remained in charge until near the end of October, when the state of his health compelled him to proceed to Europe on two years' furlough. After a short interval, during which the circle remained under the charge of the Assistant Inspector, Mr. C. Pearson was transferred from Ráwalpindí and assumed charge. In February, Mr. Pearson, who had been nominated as a member of the Education Commission, made over charge of the circle to his assistant; and the latter was relieved after fifteen days by Dr. Stulpnagel, who officiated as Inspector until the close of the official year.

Umballa circle—changes in inspecting staff.

177. Mr. J. Sime held charge of the Lahore circle for the greater part of the year. During a few weeks in June and July 1881 he officiated as Principal of the Lahore College, and Mr. J. W. D. Johnstone, Assistant Professor of that institution, was nominated to act for him as Inspector.

Lahore circle—ditto.

178. The Ráwalpindí circle was under the charge of Mr. C. Pearson until November, when the transfer of that officer to the Umballa circle took place. He was succeeded by Mr. D. W. Thompson, who had previously held the appointment of Inspector of the Mooltan circle.

Rawalpindí circle—ditto.

179. On the transfer of Mr. Thompson to the Ráwalpindí circle, Mr. J. Harvey, then on deputation as tutor to the Rája of Chamba, was nominated to officiate as Inspector of the Mooltan circle, a post that he held until the close of the official year.

Mooltan circle—ditto.

180. During the early part of the year the Assistant Inspectorship of the Umballa circle was held by Lálá Baldeo Sahái, who was subsequently transferred to the Lahore circle; his place was taken by Lálá Pyári Lál, formerly Curator of the Government Book Depôt, who held the Assistant Inspectorship till the close of the year.

Changes in the Assistant Inspectors, Umballa circle.

181. In the Lahore circle there were frequent changes. In the beginning of the year Lálás Bhairon Parshád and Harí Singh officiated as Assistant Inspectors. On the nomination of the former to officiate in the Lahore Government college, Bábú Jaigopál Singh, District Inspector of Amritsar, was appointed to act as Assistant Inspector. On the transfer of Lálá Baldeo Sahái from the Umballa circle, Lálá Harí Singh vacated the Assistant Inspectorship, being provided with employment elsewhere. During the latter part of the year the two Assistant Inspectorships were held by Lálás Ságar Chand and Baldeo Sahái.

Ditto Lahore circle.

182. In the Umballa circle there were some interruptions in the continuity of the work of inspection, in consequence of Mr. Cooke's illness and the deputation of Mr. Pearson

Work of inspection in Umballa circle.

to Calcutta. The work was divided between Mr. Cooke, Mr. Pearson, Dr. Stulpnagel (the officiating Inspector), and the Assistant Inspector; but the inspections were nearly as complete as could be desired.

Work of Lálá Pyári Lál commended.

183. Mr. Pearson and Dr. Stulpnagel have recorded their acknowledgments of the efficient work of the Assistant Inspector, Lálá Pyári Lál, to whose experience Mr. Pearson considers himself indebted for much valuable counsel, and he speaks very highly of the laborious manner in which Lálá Pyári Lál has carried out the system which he found established.

Notice of the valuable services of Mr. Cooke.

184. The illness that has compelled Mr. Cooke to proceed to Europe on sick certificate is a matter of very great regret, more especially as it was brought on mainly by the thorough and conscientious manner in which he discharged his duties, never sparing himself. In conducting examinations, even of village schools, it was his plan to take down the names of all boys in classes above the two lowest, and to award marks to each in nearly all their subjects. The chief part in the examinations was taken by himself, though he used the assistance of his subordinates freely, without which the work could not have been completed. As it is unlikely that Mr. Cooke will return to India, owing to the failure of his health, Mr. Pearson has expressed his special desire to place on record the high opinion which he has formed of the value of Mr. Cooke's services in the Umballa circle, and of the excellent effect upon the schools of the painstaking industry which he displayed in his own person and exacted from others; and in this opinion I desire to express my full concurrence.

Work of inspection in Lahore circle.

185. The work of the Lahore circle is very heavy. Mr. Sime was constantly engaged in the duties of inspection, and speaks in high terms of the manner in which the various officers who held the Assistant Inspectorships discharged their duties.

Work of inspection in Ráwalpindí and Mooltan circles.

186. Though the work of the Inspectors in the Ráwalpindí and Mooltan circles is lighter than in the other two, the extent of territory is very large, and it is difficult to complete the tour of the whole, more especially as there are no Assistant Inspectors. Owing to this circumstance, and to the fact that Mr. Thompson's transfer did not take

place till November, he was unable to inspect several districts, though on tour from the time when he took over charge till the end of the official year.

Deputation of Bábu Harí Singh to assist in the inspection work of the Mooltan circle.

187. A similar difficulty was experienced by Mr. Harvey in the Mooltan circle; but the sanction of Government was obtained to the deputation of Bábú Harí Singh, Head Master of the Jhang District school, and some time Assistant Inspector of the Lahore circle, to assist in the work; and the result was that all the districts were visited and a very few schools only remained uninspected.

Comment on the criticism against the system of examination by centres.

188. A considerable amount of criticism has been from time to time directed against the system of examination by centres, as opposed to the inspection of each school in the village where it is situated, and the question has again been recently brought to notice. Under these circumstances a few remarks on the subject may not be out of place.

As regards mere examination with the view of ascertaining the actual acquirements of the boys attending certain schools, there are some very obvious advantages in examining by centres. The classes of village schools, especially the higher classes, are necessarily very small, and there is a great saving of time in examining the classes of several schools together, especially in such subjects as dictation and arithmetic.

Examination by centres illustrated.

189. In illustration of what I mean, I may mention that when I first joined the Department, as an Inspector of Schools, I was in the habit of visiting every village. Subsequently, when the number of schools and scholars, and of classes in each school, increased, I found it quite impossible to get through the work in this manner, as I had no assistant; and I then adopted the plan of examination by centres. Lists were prepared beforehand of all the boys, and a convenient place, generally in the open air and in the shade, having been selected, strips of canvas were laid down, on which the place where each boy was to sit was marked; and thus all the pupils were easily arranged systematically by schools and classes. Whilst one class of all the schools was engaged in working sums in arithmetic, another underwent a *vivâ voce* examination; and by such means it was possible to examine a large

number of boys of different schools in one day, and to assign marks to each in a variety of subjects.

The system of examination by centres economizes time.

190. A system of this description is of advantage in economizing time, and is quite as effective as visiting individual schools, so far as regards mere examination, with the view of ascertaining how many boys came up to a given standard. This, however, is not all that is meant by inspection. It is desirable that an Inspector should inquire minutely into the organization of each school that he visits, require the teacher to give lessons in his presence, and show how defects are to be corrected.

The system is carried on at present to a much less extent than formerly, but it cannot be dispensed with.

191. The system of examination by centres is still carried on, but to a much less extent than formerly, since the appointment of Assistant Inspectors; though it is impossible to dispense with it altogether, especially where Assistant Inspectors are not employed. The European Inspector cannot visit every village where a Primary school is situated; and it is not necessary that he should do so. It is desirable, on the other hand, that he should visit a certain number of village schools in every district in company with the District Inspector, and impress upon that officer the principles that ought to be carried into effect. The influence of the Inspector must, in fact, be brought to bear upon the great mass of village schools, more especially as the number of such schools increases, not directly but indirectly, through the District Inspector.

As regards examinations by standards, such as the Upper and Lower Primary school examinations, there can be no possible objection to collecting boys at convenient centres. In any case a very large amount of work with a very limited staff must be got through in the course of the marching season; and it is under these circumstances necessary to leave a good deal to the discretion of the inspecting officers, and not to lay down any hard-and-fast rule.

Local inspecting officers.

192. Local inspecting officers who draw salaries of Rs. 100 per mensem and upwards are styled District Inspectors; those who draw less than that amount Chief Muharrirs. There are in all 21 District Inspectors and 10 Chief Muharrirs, including the School Muharrir at Kohát, who is also an Oriental teacher in the District school. Simla is the only district that is not provided with a local inspecting officer of any kind.

193. The District Inspectors generally are men of considerable ability, and their work is performed for the most part in a satisfactory manner; and the Chief Muharrirs, with some few exceptions, are suited in essential respects for the position they hold. Some difficulty, however, is found in filling up vacancies amongst District Inspectors owing to the fact that these officers are not entitled to pensions. It is easy to find candidates who have received a thoroughly good education; but masters of District schools, who combine a University education with experience of school work, are naturally reluctant to accept a position that would cause them to forfeit the claim to pension that they have earned by their past services.

Qualifications of District Inspectors and Chief Muharrirs. Difficulty found in filling up vacancies for want of provision for pensions.

194. District and Municipal Committees, as already stated, supply the greater portion of the funds from which the majority of Government schools are supported; and hence their influence on the progress of education is very considerable. The actual management of most Government schools, however, with the exception of District schools, and the Primary schools attached to them, is in the hands of Deputy Commissioners; whilst the District schools are still under the control of officers of the Educational Department. Hence the functions of these Committees are at present somewhat limited. There will, of course, be a complete change in this respect in consequence of the measures for local self-government now under consideration. The problem is how to entrust the Committees with real power in the management of schools, and at the same time to maintain such checks as are necessary in order to secure efficiency. The power of voting supplies, already entrusted to them, has, however, paved the way for the exercise of further responsibility.

District and Municipal Committees, and their powers.

195. As regards Tahsíldárs, it seems desirable, as Mr. Pearson has suggested, that some more systematic rules should be laid down for their guidance. Some of these officials, more especially those who have received an English education, evince a genuine interest in the schools. Their duties, however, are so multifarious that they cannot spare much time for education; and the majority are not of a class from whom much enthusiasm in the cause is to be expected. Much of course depends on the amount of attention bestowed on educational

Work of Tahsíldárs in connection with education. Systematic rules should be laid down for their guidance.

matters by the Deputy Commissioners. Where the Deputy Commissioner takes a strong interest in the promotion of education, he will take care that the schools are visited by the Tahsíldárs. In some cases, however, marked neglect on the part of the Tahsíldárs to carry out their educational duties has been brought to notice without producing any effect.

Duties of a Tahsíldár in connection with education as recommended by Mr. Pearson.

196. Mr. Pearson recommends that every Tahsíldár or Naib-Tahsíldár should be required to visit each school once in the half-year, and to submit a report upon its general condition, the state of the school-house, fees, and the disposition of the people towards education. This is not the place to put forward definite proposals on such a matter; but it is a question that merits consideration in connection with the measures now about to be introduced.

CHAPTER III.

UNIVERSITY EDUCATION.

197. During the year under report no candidates were sent up directly from educational institutions in the Punjab for the M. A. examination of the Calcutta University, but two students who had completed the B. A. course in the Lahore Government college passed the M. A. examination as private students. For the B. A. examination there were four candidates, of whom two passed. For the First Arts examination there were ten candidates of whom eight were successful, one having been prevented by sickness from appearing. For the Calcutta Entrance examination there were 113 candidates, of whom 55 were successful. Amongst the candidates were included 12 private students and students sent up by private institutions, who all failed.

Results of examinations of the Calcutta University.

198. One student passed the Honor examination in history of the Punjab University college. The Proficiency and High Proficiency examinations were not held during the year under report, but for the Proficiency examination held in May last there were 14 successful candidates. For the Punjab Entrance examination held in May 1882 there were 243 candidates, of whom 73 were successful. Of these, 63 passed in English and 10 in the Vernacular. Amongst the candidates were 125 students of Government schools, of whom 54 were successful; 25 of the Oriental college school, of whom 2 were successful; 40 of other Aided High schools, of whom 7 were successful; and 53 private students and students from other schools, of whom 10 were successful.

Result of examinations of the Punjab University college.

199. Some students went up for both the Calcutta and the Punjab Entrance examinations. The total number of candidates was 312, and the total number who passed one or both of these examinations was 115.

Results of Calcutta University and Punjab University college Entrance examinations together.

200. Comparing these results with those of the previous year, we find, as regards the Calcutta examinations, that two students passed the M. A. examination after leaving the Province, against one who passed under similar circumstances in 1880-81, in the B. A.

Comparison of results of 1881-82 with those of 1880-81

examination 2 candidates were successful against 6 on the previous occasion; in the F. A. examination 8 were successful against 7 in the previous year, and in the Entrance examination 55 were successful against 61 in 1880-81. As already stated, the Proficiency and High Proficiency examinations of the Punjab University college were not held during the year under report, but 14 students passed the Proficiency examination held in May 1882 against 16 in November 1880. In the Honors in Arts examination one student who took up history was successful, whilst in 1880-81 one student passed in Arabic; and in the Punjab Entrance examination 73 students were successful against 68 in the previous examination.

All the candidates who appeared at Arts examinations above the Entrance, during the year under report, belonged to the Lahore Government college. In the Proficiency examination held in May 1882, 11 of the successful candidates belonged to the Government college and 3 to the Oriental college.

Candidates from different kinds of institutions for the Entrance examinations.

201. Of candidates for the Entrance examinations, 225 were sent up by Government and Aided High schools, and some belonged to the Oriental college school. Besides these, 5 private students, 2 from the Kapúrthala school, and 5 from the Mahárája's college at Patiála, went up for the Calcutta Entrance examination; but none of these were successful. 45 private students, 3 candidates from the Patiála college, 1 from the Lahore Hindú school, 1 from the Christian Vernacular Education Society's Normal school, 1 from the Lahore Government Normal school, and 2 from the Lahore Government college appeared in the Punjab examination; 6 private students passed, 4 in English and 2 in the Vernacular; 2 students of the Patiála college passed, 1 in English and 1 in the Vernacular; and the 1 candidate from the Lahore Normal school passed in the Vernacular, and 1 from the Lahore Government college passed in English.

Results of examinations in Oriental languages.

202. For the Lower Arabic or Maulaví examination there were 16 candidates, of whom 9 passed. For the Lower Sanskrit or Prágya examination also, there were 16 candidates, of whom 9 were successful; and for the Lower Persian or Munshí examination there were 88 candidates, of whom 49 were successful. In the previous year 4

candidates passed the Lower examination in Arabic, 12 the Lower Sanskrit examination, and 63 the Lower Persian examination.

No Middle or higher examinations in Arabic, Sanskrit and Persian were held during the year under report.

In the Gurmukhí or Budhimán examination 7 candidates were successful out of 10.

Results of examinations in Medicine.

203. For the first examination in Medicine there were 12 candidates, of whom 7 passed; and for the final examination 7 candidates, of whom 4 were successful. In the previous year 5 candidates were successful in each of these examinations.

Ditto Law.

204. For the first examination in Law there were 105 candidates, of whom 48 were successful; and for the final examination 65 candidates, of whom 35 were successful. In the previous year, 25 passed the former and 28 the latter examination.

Ditto Engineering.

205. 6 students went up and passed the first examination, and 1 the final examination in engineering. In the previous year 6 students were successful in the former examination.

Ditto Yunání and Vaidak system of medicine

206. 16 out of 19 candidates passed an examination in the Yunání and 5 out of 7 in the Vaidak system of medicine.

Ditto Hindú and Muhammadan Law.

207. 4 out of 5 candidates passed an examination in Hindú Law, 10 the 'examination of Muftí 'Alim and the functions of Qází 'Alim,' and 1 'the examination of the Muftí Fázil and the functions of Qází Fázil.'

Ditto other examinations.

208. 25 students who had previously passed some examination in Oriental languages were examined in history and geography and mathematics, and of these 8 were successful. 29 Munshís were examined in arithmetic and 25 in office work; 18 are reported to have passed in the former and 24 in the latter.

LAHORE GOVERNMENT COLLEGE.

STAFF.

Dr. G. W. Leitner, ll.d., Principal.

Dr. C. R. Stulpnagel, Professor.

T. C. Lewis, Esquire, m.a., Professor.

J. C. Oman, Esquire, Professor of Natural Sciences.

Babu Sasi Bhusan Mukarji, m.a, Assistant Professor.

F. H. Cope, Esquire, b.a., Assistant Professor.

Maulavi Muhammad Husain, Assistant Professor of Arabic.

Pandit Bhagwan Das, Assistant Professor of Sanskrit.

Changes in the college staff.

209. During the year under report the Professorship that was vacant at the end of the previous year, has been filled up; Mr. T. C. Lewis, m.a., a Fellow of Trinity College, Cambridge, and a distinguished scholar, having been selected for the appointment of Professor of Mathematics by the Secretary of State. Mr. Johnstone, late Assistant Professor, has obtained a higher appointment elsewhere, and has been succeeded by Mr. Cope.

Dr. Leitner was absent on medical certificate from the 18th May to the end of July, when the vacation commenced, and subsequently till the 16th November. Mr. Simo officiated as Principal from the 8th June to the end of July, and Dr. Stulpnagel on two occasions for shorter periods.

Statistics and cost of educating each student.

210. The number of students has risen from 94 to 103, and the average attendance from 75 to 77. The expenditure amounted to Rs. 47,902; the total cost of educating each scholar was Rs. 498-15, and the cost to Government Rs. 477-2.

Results of examinations.

211. As already stated, one student passed the Honor examination in history of the Punjab University college, and two who had left the institution passed the M. A. examination of the Calcutta University as private students. Of the two students who passed the B. A. examination, one was placed in the second and one in the third division; and of the eight who passed the F. A. examination, one was placed in the first, six were placed in the second, and one in the third division.

Proficiency and High Proficiency examinations were not held during the year.

212. The Proficiency and High Proficiency examinations of the Punjab University college were not held during the year under report, but 11 students were successful in the Proficiency

examination held in May last. Of these, 5 students had passed the First Arts examination of the Calcutta University held in the previous November, so that on the whole 14 students were successful in one or both of these examinations. The number of students in the first and second year classes, at the beginning of the year, was 61, so that the percentage of passes on the number on the rolls was 22·9. The result may be considered tolerably good. The High Proficiency examination of the Punjab University college was postponed; and the number of candidates who appeared in the examination of the Calcutta University, as compared with the number on the rolls, being very small, it is difficult to form a satisfactory estimate of the progress that has been made by the third and fourth year classes.

Result of examination in Law.

213. 4 students went up and passed the final examination in Law, and 12 out of 17 candidates were successful in the first examination.

THE ORIENTAL COLLEGE AND SCHOOL.

Higher examinations in Arts, &c, have not been held during the year.

214. It will be sufficient to refer briefly to the Oriental college and school on the present occasion, as none of the higher examinations in Arts and in Oriental languages have been held during the year under report; and I stated my views regarding the general working of the institution in my annual report for 1880-81.

Divisions of time in the Oriental college and school.

215. It was explained in my last report that there are two main divisions of time in both school and college. One is devoted to preparation for the Entrance and higher examinations in Arts; the other to preparation for examinations in Arabic, Persian and Sanskrit. As regards the first division, the classes preparing for the Entrance examination are considered to belong to the school, those who have passed that examination to the college. As regards the second division, students who are preparing for the Lower examinations in Arabic, Persian or Sanskrit are considered to belong to the school, those who have passed any of these examinations to the college. It often happens that students are in the college classes in one division, and in the school classes in the other. There are also special or professional classes, which are included, I believe, in the college.

Statistics.

216. From a statement supplied by the Superintendent, it appears that 122 students are reckoned by that officer as belonging to the college and 100 to the school. The expenditure on the former is reckoned at Rs. 13,733-4, and on the latter at Rs. 6,106-7. Scholarships held by college students amounted to Rs. 6,141-7-3, and those held in the school to Rs. 2,403-11-3.

Results of Entrance examinations not satisfactory.

217. For the Entrance examination held in May 1881 there were 15 candidates of whom 2 were successful, and in May 1882 there were 25 candidates of whom 2 passed. On each occasion one of the successful candidates passed in English, from which it would appear that he must have received his instruction to a considerable extent elsewhere. These results are not at all satisfactory, more especially as the number of candidates was a small proportion of the number on the rolls.

Diplomas granted to students.

218. It is reported that during the year 6 students who had previously passed examinations in Oriental languages were successful in an examination in history, geography and mathematics, which entitles them to receive diplomas (as distinguished from mere certificates), corresponding with the Oriental examinations they had passed. The examination in the subjects referred to is considered by the Registrar to be equal in difficulty with the Entrance examination in the same subjects.

Results of Proficiency examination.

219. For the Proficiency examination held since the close of the year in May 1882, there were 3 successful candidates, one of them passing in English. This is a very small proportion of the number on the rolls.

Results of examinations in Oriental languages, &c.

220. In the Maulaví or Lower Arabic examination, 8 students were successful against 2 who passed in the previous year, which is a great improvement. In the Prágya, or Lower Sanskrit examination, 4 students were successful against 2 in 1880-81. In the Munshí or Lower Persian examination 4 students were successful; and in the Budhimán or Punjábí examination 6. In the Hakím, or examination in the Yunání system of medicine, there were 16 successful candidates; and for the Vaidya, or examination in the Vaidak system of medicine, 5. At the examination in civil engineering 1 student passed in the Upper and 4 in the Lower division.

COLLEGE FOR PROFEESIONAL TRAINING.

The Central Training College.

STAFF.

R. Dick, Esquire, M. A., Principal.

Lala Kanhaiya Lal, Assistant Superintendent.

Ulfat Husain, Maulaví.

Aims and objects of the Central Training college.

221. The Training college at Lahore is intended, not so much to communicate knowledge, as to train men for the practical art of teaching and school management. Its scope is wider than that of an ordinary Normal school, which prepares young men for the charge of Vernacular Primary schools; whilst the Training college undertakes to train students, both in English and the Vernacular, for the Middle and High schools of the Province.

Utility of the college discussed.

222. It is sometimes said that professional training for masters of schools of a class above the elementary has not been found requisite in England, and that it is equally unnecessary in this country. It has been urged, however, by Herbert Spencer, Matthew Arnold, and other writers on education, that the absence of such training is a grave defect. A few years ago a Society was formed "with the view of meeting the rapidly increasing demand for duly trained and certificated teachers in schools above the elementary." Amongst the Vice-Presidents and the members of the Council of this Society were the Head Masters of Marlborough, Harrow and other schools, Mr. Forster, Sir John Lubbock, and many other persons of eminence, including Professors of the Universities of Oxford, Cambridge, and St. Andrews. Amongst the supporters of the Society were the Crown Princess of Germany, the Princess Alice of Hope, the Princess Louise, Marchioness of Lorne, the Marquis of Lorne, and other members of the nobility, the Bishops of London and Truro, Mr. Matthew Arnold, Mr. Fawcett, Mr. Jex. Blake, Head Master of Rugby, Professor Huxley, and a large number of leading Professors and school-masters.

Necessity of providing for the training of masters in schools above the elementary.

223. It will be seen, therefore, that the necessity of providing for the training of masters in schools above the elementary has been fully recognized by some of the highest authorities in England. The necessity is infinitely greater in this

country, especially in the Punjab, where schools have been so recently established. In England it may be presumed that the man who is employed as a school-master has at least attended a good school himself where all the classes are taught on an efficient system. Here he has been brought up in a school where there are necessarily many defects, which he should know how to remedy before he is himself employed as a school-master. The head-master of a District school in the Punjab has under him the High, Middle and Primary departments of the main school, and also the branch schools in the city; and this involves the general supervision of the education of many hundreds of boys in every stage of advancement. A District Inspector is required to point out to all the teachers under his supervision the defects that he finds in their methods of teaching, and in the arrangement of the classes, and in all details of school management; and to show the remedy. He can hardly be expected to do this efficiently if his attention has never been specially directed to such matters, and his own early years were passed in a school where similar defects existed. The same considerations apply even more strongly to the case of masters employed in Normal schools for Primary teachers.

The college was organized in the latter part of 1880-81.

224. The establishment of a Training college in the Punjab was under consideration for many years; but various causes delayed its establishment; and the institution was not properly organized until towards the latter part of 1880-81.

Difficulty experienced in finding a suitable Principal. Selection of Mr. Dick for the post. His qualifications and antecedents.

225. Some difficulty was experienced in finding a suitable officer for the post of Principal. Various qualifications are necessary for such a post, amongst which may be specified a general education of a high order, a thorough knowledge of the training system pursued in Europe, considerable ability and enthusiasm in the work, and practical experience of schools in this country. Mr. Dick, who now holds the appointment of Principal, greatly distinguished himself in all branches in the University of St. Andrews. He has passed through a training college in Scotland, and has given instruction, both to elementary and to advanced classes, in a large school in Scotland. He is a good classic, a good mathematician, and is well read in English literature, and possesses a considerable knowledge of natural science, and has gained experience in the Punjab, both as a college Professor and as an Inspector of schools; so that he is thoroughly familiar with the existing system, its good points and its defects. He was not at all disposed to accept the

Principalship of the Training college; as work of other kinds was more congenial to his personal taste, and he thought also that the necessity of retaining him at his post, if he once accepted the appointment, might be disadvantageous to his interests. It was in consequence of my earnest solicitations, and my representation of the good that he might effect as Principal of the college, that he agreed, against his own personal inclination, to undertake the work; but, having undertaken it, he has entered on it with enthusiasm.

Antecedents of the Assistant Superintendent.

226. The Assistant Superintendent was for some years Head Master of the Normal school at Delhi, where he performed his duties with conspicuous success. He derived much benefit from the hints received from Mr. Rodgers, the Principal of the Christian Vernacular Education Society's Normal school at Amritsar, who formerly rendered very valuable assistance to the department by his visits to the Government Normal schools of the Province. He has also devoted great attention to the study of English works on the theory and practice of education, whilst his practical experience in the management of the Delhi Normal school and in other educational institutions has been of great value.

The Vernacular class—its statistics.

227. The Vernacular class of the Central Training college consists of picked men who have passed through a Normal school and gained certificates, of students who have passed the Entrance examination of the Punjab University college on the Vernacular side, and of teachers sent in from schools. The great majority during the year under report were students from Normal schools; the number attending this class during the year under report varied from 31 to 34.

Attainments of students comprised in the English class.

228. The English class will consist generally of students who have passed the B. A. or F. A. examination, and of young teachers likely, by their character and capacity, to profit by the training afforded. During 1881 it contained 5 students, who had passed the B. A. examination, or the High Proficiency examination of the Punjab Universitycollege; 4 who had completed the B. A. course but failed in the examination; 1 student who had passed the First Arts examination, and 4 who had completed the F. A. course, but had not succeeded in passing the examination. There were, on the whole, 14 students, besides 14 teachers sent in for training; of the latter, 6 had passed the F. A. examination and 7 the Entrance examination.

229. The varied composition of the classes, more especially of the English class, would have been an insurmountable obstacle to progress had the imparting of general scholarship been the object of the institution. But as instruction was confined to the principles of teaching and to elementary science, and was mainly of a practical character bearing on school work, it was to a great extent within the capacity of all, and it was possible for all to work harmoniously as a single class, notwithstanding the wide discrepancy in their attainments, though the most accomplished students gave promise as a rule of the highest capacity as teachers.

Course of instruction.

230. When teaching the elements of astronomy the Principal found the want of mathematics a serious obstacle to progress, in the case of students who had not advanced beyond the Entrance course, and of those also who had completed the Proficiency course without taking up mathematics. He regrets that mathematics is not compulsory for the Proficiency examination of the Punjab University college, as he considers that the amount required for the Entrance examination is scarcely sufficient as a general instrument for satisfactory progress even in elementary science.

Want of a sufficient knowledge of mathematics a serious obstacle to progress in science.

231. The principles of teaching were studied chiefly from Currie's valuable manuals, supplemented, in the case of mathematics, natural science, and the study of English as a foreign language, by the lectures of the Principal.

Principles of teaching.

232. Elementary science was taught from the Science Primer Series, *viz.*, the introductory physical geography, physics, chemistry and astronomy, supplemented by frequent references to more advanced text-books, such as Page, Geikie, and Blanford in physical geography, Miller and Roscoe in chemistry, Ganot and Tyndall in physics, and Lockyer in astronomy. The lectures in these subjects were illustrated, where practicable, by experiments first performed by the teacher, and afterwards by the students; and by these means they were made at once more instructive and more interesting.

Elementary science—how taught.

233. Very considerable attention was paid to the subject of English in its two aspects of translation and retranslation, and on the best means of teaching it in school. The attention of

English translation and retranslation.

the student was directed to the general principles of translation and retranslation, as well as to the connected subjects of adaptation, paraphrase and original composition; and to the special difficulties of the Indian student in dealing with a highly refined instrument of thought like the English in connection with his own less potent medium of expression. Many lessons in practical translation and retranslation were patiently and laboriously worked out in the class, and the results carefully written out by the students, that they might serve as models to guide them in their future work as teachers.

Lectures on morality and the importance of enthusiasm.

234. The Principal states that no opportunity was lost of appealing to the higher emotions of the students, of endeavouring to enlist their best sympathies in the important work for which they were preparing themselves, and of impressing upon them the necessity of uprightness in all their dealings, of tact in management, of conscientiousness in their work, and of careful and habitual preparation for it, of an adequate conception of the dignity of the teacher's office, and the supreme importance of enthusiasm in order to attain to the highest excellence in their profession. These principles, which are continually suggested in Currie's course, are constantly enforced and applied in the lectures and in conversation with the students.

The Principal bears testimony to the excellent tone which prevailed in the classes.

235. The Principal bears testimony also to the excellent tone that characterised both classes; and of the English class especially, he states that in no class that he has ever taught in India has he witnessed more conspicuous evidence of the presence of those sentiments that he would most desire to see in young men entering on the profession of teaching.

Practical teaching was weak for want of a Model school.

236. Practical teaching was, perhaps, the weakest part of the course of the first session; and this is to be attributed to the want of a Model school. The only building available for this purpose was that which was formerly occupied by the Anárkalí girls' school. This, however, was in such a state of disrepair and general unfitness, that it could not at once be made use of. It is hoped that the repairs and alterations will soon be completed, and a Model school will then be at once organized.

Plan adopted by the Principal for giving practical lessons.

237. In the absence of a Model school, the Principal adopted the expedient of using the students themselves as model classes, while one of their number acted as teacher. In this way a large number of lessons was given in all the subjects of school instruction. Each

lesson was carefully prepared beforehand by the pupil-teacher; and when it had been delivered, the students were called on to express their opinions as to its merits and defects, and the Principal summed up the general impression, modified, where necessary, by his own judgment. In this manner much practical instruction of a most valuable kind was afforded; and the Principal was much gratified at witnessing the striking improvement in teaching power that marked the progress of the criticism lessons. Some of them would, he considers, have done honor to an experienced veteran in the service.

The Central Training college was first held in the building in the Hazurí Bágh—its removal to the Lahore college building.

238. The Training college was first held in the old Normal school building in the Hazúrí Bágh, which was really quite unsuited for such a purpose; but on the 16th July 1881 the classes were transferred to the Government college building, where four rooms on the ground-floor of the north-east wing were assigned as class rooms. These are most comfortable and convenient as class rooms; but no one of them is large enough for combined criticism lessons at which both the English and Vernacular classes might attend. Two of the rooms are used as ordinary class rooms, one as a laboratory, and the fourth, which is small, as an office. Other arrangements for the accommodation of the Training college and the Model school are under consideration.

Nature of the examination of the college students.

239. At the close of the session an examination was held, not to determine the relative position and scholarship of the students, which from the unequal condition of the classes above referred to was evidently impracticable, but merely to ascertain that the instruction imparted during the session had been diligently studied and intelligently apprehended according to the varying capacities and previous scholastic attainments of the students. The examination extended over four days, and embraced papers on the principles of teaching, on physical geography and introductory science, on physics and chemistry, and on the principles and practice of translation and retranslation, with the addition of Persian, Urdú and sanitation for the Vernacular classes. There was no special examination of the students in the practical work of teaching; the recorded opinions of the Principal and Assistant Superintendent, regarding the performances of the students throughout the session, being held to be the most trustworthy guide to their ability in this direction. The results of this examination will be noticed in the next report.

CHAPTER IV.

SECONDARY EDUCATION.

SCHOOLS FOR BOYS.

Statistics.

240. There were at the close of the year 227 schools for the Secondary education of boys, or 2 more than at the end of the previous year. The average number of boys on the rolls rose from 5,863 to 6,276, and the average attendance from 4,895 to 5,231. The number on the rolls at the close of the year under report, was somewhat less than at the end of the previous year, having fallen from 6,201 to 5,920. By the end of May, however, the number had risen to 7,462. This is owing to a change in the school term. Promotions from Middle to High schools have been made for some years past after the annual Middle school examination, which takes place in April. In like manner, promotions from class to class of Primary schools, and from Primary to Secondary schools, are now made after the close of the official year, instead of on the 1st January, which was the former practice. Under the old system all new admissions from Government Primary schools to schools for Secondary education took place before the end of the official year; now they take place immediately after that date. Under the present system, therefore, nearly all accessions to Government schools for Secondary education take place in April. Throughout the year boys leave from time to time, and, as few others join to take their place, the number of scholars is smaller at the end of the official year than at any other season. Promotions were made under the old system before the close of 1880-81, and the next promotions took place in April 1882. Hence there were very few admissions during 1881-82, and the number of boys was necessarily less at the end of the year than at its commencement; though, as shown above, there has been a very large increase since the close of the year, and the average number on the rolls during the year and the average attendance show a satisfactory increase since 1880-81.

Expenditure and fees.

241. The total expenditure has risen from Rs. 3,00,091 to Rs. 3,10,434, whilst the average cost of educating each pupil, which is calculated on the average number on the rolls, has fallen from Rs. 51-3-0 to Rs. 49-7-0. Fees have risen from Rs. 33,397 to Rs. 35,172.

English and Vernacular Secondary schools.

242. Of the 227 schools for Secondary education, 101 are English and 126 Vernacular schools. The former include 23 High schools, each with a Middle school attached to it, and 55 Middle

schools unattached to High schools. There is still but one purely Vernacular High school, though two of the English High schools contain, as in the previous year, Vernacular departments.

Numbers on the rolls of High schools.

243. The number of boys attending High schools at the close of the year was 502 against 411 at the end of the previous year. In both cases these were the numbers in attendance just before the annual promotions took place.

Numbers on the rolls of Middle schools.

244. Owing to the reason explained above, *i.e.*, that in Government institutions promotions from Government Primary schools to Middle schools were not made till after the end of the official year, the total number borne on the rolls of Government and Aided Middle schools fell from 5,790 to 5,418, but had risen by the close of May last to 6,854.

Test of the attainments of boys attending Secondary schools.

245. The attainments of boys attending schools for Secondary education are tested at the close of the Middle school course, which extends over three years, by the Middle school examination; and at the close of the High school course, which extends over two years, by the Entrance examinations of the Calcutta University and the Punjab University college. The last Middle school examination was held in April 1882, and the last Entrance examination of the Punjab University college in May of the same year. As the work of 1881-82 was tested by these examinations, I have thought it desirable to enter the results in the statistical returns, although the examinations were held after the close of the official year.

Result of Entrance examination in High schools.

246. For the Entrance examination of the Calcutta University held in November last there were 101 candidates from Government and Aided High schools, of whom 55 were successful, and for that of the Punjab University college held in May last there were 165 candidates of whom 61 were successful. Of the latter, 55 passed in English and 6 in the Vernacular. Thirteen students passed the Entrance examination of both the Calcutta University and the Punjab University college, so that the total number successful in one or both examinations was 103. In the previous examination of the Calcutta University held in November 1880 there were 93 candidates, of whom 61 were successful, and in that of the Punjab University college held in May 1881 there were 81 candidates, of whom 46 were successful.

Standard of the Middle school examination raised.

247. In my last report I stated that, since 1879, the standard of the Middle school examination had been raised, and that one year had been added to the Middle school course. The first regular examination under the new system was, as I explained, the examination held in April 1881. One effect of this change was to diminish the number of candidates for the Middle school examination. This was due principally to two causes. Even under the old system many boys left school before they had completed the Middle school course; and now that this course had been lengthened by a year, it was to be expected that the number of boys who failed to complete it would be, for a time at least, greater than before. Added to this was the difficulty in many Middle schools of providing for the instruction of an additional class. I thought it probable also that the depreciation of the value of a Middle school certificate as a means of obtaining employment, in consequence of the new Educational Test examination, which is much below the standard of the Middle school examination, would discourage some boys from completing the course, and so contribute to bring about the same result. This cause would naturally operate much more strongly in Vernacular than in English schools, as a knowledge of English enables its possessor to obtain employment, whatever may be the value of the Middle school examination certificate.

Results of the Middle school examination.

248. Viewed by the light of the above remarks, the results of the last Middle school examination are, I think, very satisfactory, and the progress of Vernacular schools, which seemed specially liable to be affected by recent changes, is, I think, particularly gratifying.

In the recent examination there were 459 successful candidates on the Anglo-Vernacular side, from Government and Aided Middle schools, against 407 in 1881 and 461 in 1879. In the Vernacular, 481 candidates from Government and Aided Middle schools were successful, against 394 in 1881 and 475 in 1879.

Candidates from private institutions, &c.

249. Besides the candidates from Government and Aided Middle schools, 25 students from Unaided schools, 28 private students, and 3 from the Christian Vernacular Education Society's Normal school at Amritsar passed the Anglo-Vernacular examination; whilst 8 from Unaided schools, 20 private students, 32 from Government

Normal schools and 7 from the Christian Vernacular Education Society's Normal school at Amritsar were successful.

Comparison of the results of Middle school examinations of 1879, 1881 and 1882.

250. On the whole, 515 Anglo-Vernacular students were successful, against 454 in 1881 and 510 in 1879; and 548 Vernacular students passed the examination, against 432 in 1881 and 530 in 1879.

ENGLISH SCHOOLS.

Statistics of English schools.

251. The English schools shown in the returns comprise Government schools, Aided schools for natives, and Aided schools for Europeans and Eurasians. The total number of English schools for Secondary education at the close of the year was 101 with 3,184 scholars on the rolls, against 102 with 3,299 at the end of the previous year. The average number on the rolls has risen from 3,200 to 3,402, and the average attendance from 2,702 to 2,827. The total expenditure has risen from Rs. 2,47,511 to Rs. 2,53,196, whilst the average cost of educating each pupil, which is calculated on the average number on the rolls, has fallen from Rs. 77-7-0 to Rs. 74-7-0.

GOVERNMENT ENGLISH SCHOOLS.

Statistics of Government English schools.

252. The number of Government English schools has been reduced from 65 to 63. The number of scholars fell from 2,339 to 2,238 by the close of the year, but rose to 2,821 after the annual promotions. The average number on the rolls and the average attendance were 2,407 and 2,022, against 2,200 and 1,893 in the previous year. The total expenditure was Rs. 1,68,356 against Rs. 1,62,161. The average cost of educating each pupil fell from Rs. 73-11 to Rs. 69-15, and the charge against the Provincial Revenues from Rs. 56-9-0 to Rs. 54. Fees amounted to Rs. 18,331, against Rs. 16,669 in the previous year. The other principal sources of income were Municipal contributions, amounting to Rs. 10,818, and grants from District Funds, aggregating Rs. 5,230.

Government High schools.

253. There are, as in 1880-81, 10 Government English High schools, to each of which a Middle school is attached. These are all District schools under the direct management of the

Department. The number of scholars borne on the rolls of the High schools has risen from 253 to 335.

District Middle schools.

254. There are 27 District Middle schools including the 10 which are attached to High schools, all under the direct management of the Department. The Anglo-Arabic school at Delhi is managed partly by the Department and partly by a native committee. Twenty-three Government English schools of the Middle class are under the management of Deputy Commissioners, and there are 2 Cantonment schools under the management of Cantonment Magistrates. The total number of students borne on the rolls at the close of the year was 1,903, which had risen by the end of May last to 2,425.

Results of the Entrance examinations.

255. In the Entrance examination of the Calcutta University held in November last, 40 candidates from Government High schools were successful against 35 in the previous year; and in the Entrance examination of the Punjab University college held in May last, 54 candidates were successful against 34 who passed in May 1881. Of the successful candidates, 13 passed both the Punjab and the Calcutta examinations, so that the total number successful in one or both examinations was 81. This gives 32 per cent. of the number borne on the rolls of Government High schools at the beginning of 1881-82.

Result of the Middle school examination.

256. Government Middle schools sent up 341 successful candidates for the Middle school examination, or 16 3 per cent. on the total number borne on the rolls at the beginning of the year. In the previous examination the number of successful candidates was 297.

Aided English Schools for Natives.

Statistics of Aided English schools for natives.

257. There are 33 Aided English schools for natives, *i.e.*, the same number as at the end of the previous year. They contained at the close of the year 886 students; the average number on the rolls was 934, and the average attendance 747. The total expenditure was Rs. 64,107. The average cost of educating each pupil was Rs. 68-10-0, and the charge against the Provincial Revenue Rs. 28-5-0. There is no material difference between these figures and those shown in the returns for the previous

year. Fees rose from Rs. 4,478 to Rs. 4,723, and the Municipal grants amounted to Rs. 3,070, being a very slight increase over the grants given in the previous year. On the whole, contributions from public funds of all kinds amounted to Rs. 29,549, and those from private sources, including school fees, to Rs. 34,558.

Aided High schools.

258. There are 11 Aided English High schools for natives, against 10 in the previous year, and to each of them a Middle school is attached. They contained at the close of the year 118 scholars, or 6 less than at the end of the previous year.

Aided Middle schools.

259. There are 22 Aided English Middle schools, including 11 attached to the Aided High schools. These contained at the close of the year 768 students.

Result of the Entrance examinations.

260. In the Entrance examination of the Calcutta University held in November last, 10 candidates from Aided High schools were successful against 16 in the previous year; and in the Entrance examination of the Punjab University college held in May last, 7 candidates were successful against 12 in May 1881. On the whole, 17 candidates were successful in one or other of these examinations. This gives 13·7 per cent. of the total number borne on the rolls of Aided High schools at the beginning of 1881-82.

Result of the Middle school examination.

261. In the Middle school examination there were 118 successful candidates from Aided Middle schools, or 15·2 per cent. of the total number of students borne on the rolls at the beginning of the year under report. In the previous year the number of successful candidates was 110.

Comparison of cost of education in Government and Aided schools.

262. Comparing Government and Aided institutions, we find that the cost of educating each boy in Government and in Aided schools for Secondary education is now approximately the same, *viz.*, Rs. 69-15-0 in Government and Rs. 68-10-0 in Aided schools, the charge against the Provincial Revenues being Rs. 54 in the former and Rs. 28-5-0 in the latter. If we deduct the amount paid in fees, it will be found that the average expenditure for the education of each scholar, exclusive of what he himself contributes, is Rs. 62-5 in Government and Rs. 63-9-0 in Aided institutions.

263. As regards the results of examinations, it has been seen that from Government institutions 32 per cent. of the total number borne on the rolls of High schools were successful in the Entrance examination, against 13·7 per cent. in Aided institutions; and that in the Middle school examination 16·3 per cent. of the number borne on the rolls of Government Middle schools at the beginning of the year were successful, against 15·2 per cent. in Aided institutions.

Comparison of the results of examinations of Government and Aided schools for secondary education.

264. In the Entrance examination of the Punjab University college the first twenty places, and twelve out of the next twenty places in order of merit, were held by students of Government schools. The fortieth was the highest place taken by a student of an Aided school. In the Entrance examination of the Calcutta University the first nine places, and sixteen out of the next twenty places in order of merit, as regards native students of this Province, were held by students of Government schools. The tenth was the highest and the twenty-fourth the next place in order of merit taken by students of Aided schools. In the Middle school examination, out of the fifty students who stood at the head of the list, the first, eleventh, twenty-seventh and forty-second places were gained by students of Aided schools; the remainder by students of Government schools.

Relative positions occupied by passed students of Government and Aided schools in Entrance and Middle school examinations.

Aided Schools for Europeans and Eurasians.

265. At the close of 1880-81 there was one High school for Europeans and Eurasians, *viz.*, the Bishop Cotton school at Simla. Since then a small High school department has been formed in connection with the Lawrence Memorial Asylum at Murree. There are three Middle schools, comprising those attached to the High schools above mentioned, and the Middle department of a school for Europeans and Eurasians at Lahore. The number of boys in the Bishop Cotton High school has fallen from 29 at the end of 1879-80 and 18 at the end of 1880-81 to 14, but the number in the Middle school has risen from 23 to 29.

Statistics of Aided Secondary schools for Europeans and Eurasians

The High school at Murree contains 3 boys and the Middle school 9, against 17 in the Middle school at the close of the previous year. The Middle school at Lahore contained five boys at the end of the year under report, against

three at the close of the previous year. On the whole, these institutions contain 60 boys against 61 at the close of the previous year.

Expenditure on European and Eurasian High and Middle schools.

266. The total expenditure amounted to Rs. 20,733, and that contributed from Provincial Revenues to Rs. 9,600. The total cost of educating each pupil was Rs. 339-14-0, and the charge against the Provincial Revenues Rs. 157-6-0. The proceeds of endowments amounted to Rs. 2,200, fees to Rs. 7,977, Municipal grants to Rs. 360, and receipts from other sources to Rs. 596. The total amount contributed from public funds was Rs. 9,960 and from private sources Rs. 10,773.

Results of the Entrance and Middle school examinations.

267. Five boys of the Bishop Cotton school, Simla, were successful in the Calcutta Entrance examination and 4 in the Middle school examination. The Lawrence Memorial Asylum, Murree, supplied 3 successful candidates for the Middle school examination, and the Lahore school 3. The latter institution has very much improved during the year under report, and still more since the close of the year. The boys who have passed the Middle school examination have now been formed into a High school class, and, the Primary school being well filled and well taught, there is every prospect of the formation of a large and flourishing Middle school in the course of a few years.

VERNACULAR SCHOOLS.

Statistics of Vernacular schools.

268. There are 126 Vernacular schools for Secondary education, all Government institutions, or three more than at the end of the previous year. The average number on the rolls rose from 2,663 to 2,874, and the average attendance from 2,193 to 2,404. The number on the rolls at the end of 1880-81, just *after* the annual promotions from Primary schools, was 2,902, and at the end of the year under report, just *before* the annual promotions, 2,736. By the end of May last the number had risen to 3,432. The total expenditure was Rs. 57,238 against Rs. 52,580 in the previous year. The average cost of educating each pupil was Rs. 19-15-0—a few annas more than in the previous year, and the charge against Provincial Revenues Rs. 1-4-0. The contributions from Municipal Funds have been raised from Rs. 13,290 to Rs. 15,848, and fees have risen from Rs. 3,559 to Rs. 4,141. No fees are paid by agriculturists. The contributions from District Funds amounted to Rs. 33,576, which is very slightly in excess of those of the previous year.

Vernacular High school.

269. As already stated, the Jullundur Government school is the only purely Vernacular High school in the Province, though the schools at Ludhiána and Delhi contain Vernacular departments. The Jullundur school contained 32 students, and the Middle Vernacular schools 2,704.

Result of the Punjab University college examinations.

270. The Jullundur school, which has been recently organized, sent up 12 candidates for the Entrance examination of the Punjab University college, all of whom failed. Owing to the recent organization of the school the students had not completed the prescribed course which had been increased by the addition of Arabic to the First Arts standard; and they should not have been sent up to the examination. Making every allowance, however, they ought to have acquitted themselves better; and I have made some radical changes in the staff of teachers which will, I hope, insure satisfactory results in future. The Vernacular department of the Ludhiána school sent up 6 successful candidates for the Entrance and 7 for the Munshí examination. From the Government Vernacular Middle schools there were 636 candidates for the Middle school examination, of whom 476 were successful. This gives 16 5 per cent. of successful candidates out of the total number borne on the rolls at the beginning of the year. The number of candidates successful in the previous examination was 394.

Five students from Aided English schools passed the Vernacular Middle school examination. They must have been educated chiefly, I presume, in Government Vernacular schools, as the subjects required for the Vernacular examination are not taught, so far as I am aware, through the medium of the Vernacular in any Aided school.

SECONDARY EDUCATION FOR GIRLS.

Auckland House girls' school.

271. The Auckland House girls' school, which in 1879-80 consisted of a Primary department only, now contains a High and a Middle department. In the former are 4 girls, who passed the last Middle school examination with credit, taking up French instead of Urdú; whilst the Middle department contains 5 girls.

Alexandra girls' school—its aim and benefits.

272. The Alexandra girls' school, at Amritsar, is a very valuable institution. It has been organized by the Church Mission with the view of giving a thoroughly good education to the daughters of native Christians of the higher class, and will teach eventually to the Entrance standard. It is calculated not only to prove of great benefit to the class for whom it is specially intended, but also to serve as an example to Hindús and Muhammadans of what may be accomplished in the way of female education in this Province. I am in hopes that it may stimulate natives of position, who are not Christians, to seek a similar kind of education for their daughters. The school contained at the close of the year 8 girls in the Middle department. The average number on the rolls was 10.

Expenditure on these schools, and the cost of educating each child.

273. The expenditure in the Auckland House school was Rs. 2,455, of which Government contributed Rs. 900; and in the Alexandra school the total expenditure amounted to Rs. 3,406, and the Government grant to Rs. 440. The average cost of educating each girl was Rs. 306-2-0 in the former institution, and Rs. 340-9-0 in the latter. The former charge is less than that for European and Eurasian boys, which amounted, as noted above, to Rs. 339-14-0. The latter seems enormously high as compared with that incurred on the Secondary education of native boys. It must be remembered, however, that this is due to the very small number of girls who have advanced beyond the Primary school standard, and the impossibility at the present time, owing to the absence of qualified native teachers, of imparting a good Secondary education to girls of any class, unless a comparatively expensive staff of European teachers is employed. When the number of pupils increases, as will, I trust soon be the case, there will of course be a corresponding reduction in the cost of educating each.

CHAPTER V.

PRIMARY EDUCATION.

PRIMARY SCHOOLS FOR BOYS.

274. The statistics of Primary schools for boys compare very favorably with those of the previous year. The number of schools is 1,526, which is an increase of two only; but the number of scholars at the end of the year had risen from 88,195 to 93,919, the average number on the rolls from 85,184 to 89,506, and the average attendance from 68,842 to 71,740. The large falling-off, therefore, during the two years between 1877-78, when the Primary schools for boys contained approximately 96,263* boys, and 1879-80, when the number had fallen to 84,543, has been nearly made good during the last two years. The temporary falling-off in numbers that took place was due, as explained in my last report, to three causes; firstly, the closing of schools and reduction of establishments for want of funds; secondly, severe sickness; and thirdly, the disturbing effects of the war.

Statistics of Primary schools for boys.

275. The total expenditure on Primary schools has risen from Rs. 4,63,140 to Rs. 4,77,386, whilst the average cost of educating each scholar, which amounted to Rs. 5-5-0, is somewhat less than in the previous year. The expenditure is thus distributed: Provincial Revenues Rs. 73,015; District Funds Rs. 2,39,567; endowments Rs. 5,213; fees Rs. 65,244; Municipal grants Rs. 63,648; and other sources Rs. 30,699. The increased expenditure has been met chiefly from District Funds, Municipal contributions, and fees, the latter having risen from Rs. 61,628 to Rs. 65,244.

Expenditure on Primary schools.

276. Owing to the change in the class promotions to which I have already referred, very few boys entered the Upper division of Government Primary schools in the course of the year under report to take the place of those who left during that period. Hence the total number of boys in the Upper division of Primary schools fell from 19,088 to 16,143. By the end of May it had risen to 18,912.

Number of boys entered in the Upper division of Primary schools affected by change in the class promotions.

277. There has been a most satisfactory increase in the number of boys successful in the Primary school examinations. By the Lower Primary school examination the progress of

Results of the Primary school examinations most satisfactory.

* See page 5 of the last annual report.

the boys who have passed through the three classes constituting the Lower division of Primary school is tested, and by the Upper Primary school examination the progress of those who have passed through the two classes of the Upper division and completed the Primary school course. In the Upper Primary school examination 4,214 boys were successful against 3,685 in the previous year, and in the Lower Primary school examination 7,607 against 7,110.

GOVERNMENT ENGLISH SCHOOLS.

278. There are 115 Government English Primary schools. These schools are classed as English schools because English forms a part of the regular course of instruction. English, however, is taught only in the two classes constituting the Upper division, and it is taught there as a language, and is not the medium of instruction. In the Lower division the course of study is identical with that pursued in purely Vernacular schools, and in the Upper division it is almost identical; mensuration, which is taught in purely Vernacular Primary schools, being omitted, and the elements of English introduced as an additional subject.

Government English Primary schools—medium of instruction.

279. The number of scholars in these schools has risen from 14,306 to 14,757, and the average number on the rolls from 13,819 to 14,209, whilst the average attendance, amounting to 11,345, was approximately the same as in the previous year.

Statistics.

280. The total expenditure amounted to Rs. 1,11,514, of which Rs. 32,075 were contributed from Provincial Revenues, Rs. 6,755 from District Funds, Rs. 2,271 from the proceeds of endowments, Rs. 31,007 from fees, Rs. 36,420 from Municipal grants, and Rs. 2,986 from other sources. The total cost of educating each scholar was Rs. 7-13, and the charge against the Provincial Revenues Rs. 2-4-0.

Expenditure and total cost of educating each child.

281. The results of the Primary school examinations show considerable improvement. In the Upper Primary school examination 912 boys were successful against 758 in the previous year, and in the Lower 1,413 against 1,237. The percentage of students successful in the former examination, out of the total number borne on the rolls of the Upper division at the beginning of the year, was 23·8, and the per-

Results of the Primary school examinations.

centage of those successful in the latter examination out of the total number borne on the rolls of the Lower division was 13·5.

AIDED ENGLISH SCHOOLS FOR NATIVES.

Statistics of Aided English schools for natives.

282. There are 83 Aided English schools for natives, containing 8,262 scholars, and the average attendance was 6,357. The total expenditure amounted to Rs. 61,023. Of this, Rs. 24,358 were paid from Provincial Revenues, Rs. 11 from District Funds, Rs. 382 from the proceeds of endowments, Rs. 13,597 from fees, Rs. 1,970 from Municipal grants, and Rs. 20,705 from other sources. The total cost of educating each scholar was Rs. 7-9-0, and the cost to Government Rs. 3. These statistics exhibit no change of importance since the previous year.

Satisfactory results of the Primary school examinations.

283. There has been a satisfactory improvement in the results of the Primary school examinations. The number of students successful in the Upper Primary school examination was 324 against 254 in the previous year, whilst the number who passed the Lower Primary school examination has risen from 461 to 643. The percentage of students successful in these examinations, out of the total number of boys borne on the rolls of the Upper and Lower divisions, respectively, at the beginning of the year were 24·2 and 9·3.

Government and Aided schools compared with reference to expenditure and attendance.

284. Comparing Government English schools with Aided English schools for natives, we find that the total average cost of educating each scholar is approximately the same, *viz.*, Rs. 7-13 in Government and Rs. 7-9 in Aided schools. If we deduct the school fees, the cost of each boy's education, irrespective of the amount contributed by himself, is Rs. 5-10 in Government and Rs. 5-14 in Aided schools. 23·4 per cent. of the boys attending Government English Primary schools at the close of the year, and 15·5 of those attending Aided English schools, were in the Upper division. At the end of May, *i. e.*, after the annual promotions, the numbers were 28·4 per cent. in the case of Government and 20·1 in the case of Aided institutions.

Percentage of passes in Government and Aided schools.

285. As regards the results of examinations, we find that 23·8 per cent. of boys attending, at the beginning of the year, the Upper division of Government schools were successful

in the Upper Primary school examination, against 24·2 per cent. in Aided schools; and that of boys attending the Lower division of Government Primary schools, 13·5 per cent. were successful in the Lower examination, against 9·3 per cent. in Aided schools.

AIDED SCHOOLS FOR EUROPEANS AND EURASIANS.

286. There are 6 Aided schools for Europeans and Eurasians. The number of boys in these institutions has fallen from 282 to 259, though the average attendance of 265 was higher than in the previous year. In the Upper Primary school examination 31 boys were successful against 28 in the previous year, and in the Lower Primary school examination 46 against 21. The total expenditure has risen from Rs. 23,705 to Rs. 26,016. The average cost of educating each boy was Rs. 87-9-0 against Rs. 85-4-0 in the previous year, and the cost to Government Rs. 50 against Rs. 49-4-0. The expenditure was contributed from the following sources: Provincial Revenues Rs. 14,849, endowments Rs. 2,200, fees Rs. 5,488, Municipal grants Rs. 600, other sources Rs. 2,929.

Aided European and Eurasian schools—Statistics and results of examinations.

GOVERNMENT VERNACULAR PRIMARY SCHOOLS.

287. The number of Government Vernacular schools has risen from 1,284 to 1,289, the number of scholars at the close of the year from 64,564 to 69,637, the average number on the rolls from 62,385 to 66,197, and the average attendance from 50,221 to 53,239. The total expenditure has risen from Rs. 2,65,716 to Rs. 2,73,761 whilst the average cost of educating each pupil has fallen from Rs. 4-4-0 to Rs. 4-2-0. The principal sources of income were: Rs. 2,32,801 from District Funds, Rs. 15,202 from fees, and Rs. 24,058 from Municipal Funds, under each of which heads there has been an increase.

Statistics of Government Vernacular Primary schools.

288. The number of boys successful in the Upper Primary school examination has risen from 2,643 to 2,947, and the number successful in the Lower Primary school examination from 5,371 to 5,487. The percentages of students successful in these two examinations, out of the total number of boys attending the Upper and Lower divisions at the beginning of the year, were 21·3 and 10·8 respectively.

Results of examinations.

AIDED VERNACULAR PRIMARY SCHOOLS.

289. There are 33 Aided Vernacular schools containing 1,004 boys. The total cost of these schools was Rs. 5,069. The cost of educating each pupil was Rs. 6-1-0, and the cost to Government was Rs. 1-2-0. None of the boys passed the Upper Primary school examination, but 18 were successful in the Lower. Amongst the schools are comprised those attached to the Kotgarh Mission and schools for low-caste boys at Delhi.

Statistics of Aided Vernacular Primary schools.

FEMALE PRIMARY SCHOOLS.

290. The number of Female Primary schools has fallen from 322 to 317; the number of girls on the rolls at the close of the year has risen from 9,686 to 9,739, and the average attendance has fallen from 7,397 to 7,155. The total expenditure has risen from Rs. 1,18,993 to Rs. 1,29,898. The expenditure was thus distributed: Provincial Revenues Rs. 41,801; District Funds Rs. 9,606; proceeds of endowments Rs. 665; fees Rs. 15,379; Municipal grants Rs. 10,769; and other sources Rs. 51,678. The chief increase has been under the heads of fees and 'other sources.' 29 girls passed the Upper and 107 the Lower Primary school examination, against 34 who were successful in the former and 110 in the latter in the previous year.

Statistics and results of examinations.

GOVERNMENT ENGLISH SCHOOL.

291. There is one Government English school, which contained at the close of the year 13 European and Eurasian children. The Inspector's report is not favorable, but it was intended to appoint a better qualified teacher without delay. The average cost of educating each girl was Rs. 80, and the cost to Government Rs. 40.

Statistics and average cost of educating each child.

AIDED ENGLISH SCHOOLS FOR NATIVES.

292. There are three Aided English schools for natives, which contained at the close of the year 141 girls, of whom 22 were in the Upper and 119 in the Lower division. They do not appear to have supplied any candidates for the Primary school examinations during the year under report. The average cost of educating each girl was Rs. 107-15-0, and the cost to Government Rs. 12-14-0.

Statistics.

AIDED SCHOOLS FOR EUROPEANS AND EURASIANS.

293. There are 9 schools for European and Eurasian girls, or one more than at the end of the previous year. The number of girls has risen from 495 to 519, and the average attendance from 410 to 487. The Upper division contained 117 girls, or 5 more than at the close of the previous year. 25 girls passed the Upper Primary and 63 the Lower Primary school examination. In the previous year 30 were successful in the former and 55 in the latter. The total average cost of educating each girl was Rs. 84-8-0, and the cost to Government Rs. 42-1-0, which shows a slight decrease since the previous year.

Statistics and results of examinations.

GOVERNMENT VERNACULAR SCHOOLS FOR GIRLS.

294. The number of Government Vernacular schools for girls has been reduced from 150 to 145; the number on the rolls has fallen from 3,930 to 3,857, and the average attendance from 3,145 to 2,952. In the Upper Primary school examination 3 girls were successful, and in the Lower examination 26. In the previous year 4 passed by the Upper and 50 by the Lower standard. This falling-off is to be regretted. By far the best schools are those in the Jullundur District, which contributed 16 out of the 26 successful candidates for the Lower Primary school examination. These schools are 47 in number and contained at the close of the year 1,493 girls. Their success is due, I believe in a great measure, to the care bestowed on those within the city by a native lady, the daughter of the Reverend Golak Náth, by whom they are superintended. The Siálkot District, with 33 schools and 715 pupils, holds the second place as regards numbers; and Ludhiána, with 17 schools and 363 girls, the third. The remaining schools are irregularly distributed, but 8 is the largest number in any district.

Statistics and results of examinations.

AIDED VERNACULAR SCHOOLS FOR GIRLS.

295. There are 159 Aided Vernacular schools for girls, or 3 less than at the close of 1880-81. The number on the rolls was 5,209, which is approximately the same as in the previous year; but the average attendance has fallen from 3,798 to 3,589. One girl was successful in the Upper Primary school examination, and 18 passed the Lower. This is an improvement on the previous year, when 5 girls only were successful in the latter examination. These results are not complete, as many of the schools

Statistics and results of examinations.

are not open to inspection, but it is certain that very few girls come up to the standard required.

Expenditure and its sources.

296. The expenditure on the schools was Rs. 51,922, or slightly less than in the previous year. Of this amount, Rs. 15,213 were contributed from Provincial Revenues, Rs. 1,260 from District Funds, Rs. 665 from endowments, Rs. 21 from fees, Rs. 3,538 from Municipal grants, and Rs. 31,225 from other sources. The total cost of educating each pupil was Rs. 10-4, the cost to Provincial Revenues Rs. 3, and to public funds of all kinds Rs. 3-15.

Different kinds of Aided schools.

297. Amongst Aided Vernacular schools are included S. P. G. and Baptist Mission zanáná classes, Mission schools in some of the chief towns of the Province, schools at Lahore and Amritsar under the management of committees composed chiefly of native gentlemen, and superintended by English ladies; and schools under the patronage of Bedi Khem Singh in the Ráwalpindí and Jhelum Districts.

Proposal for testing the progress of zanáná classes.

298. The progress of zanáná classes cannot be tested by the Department. It might be a good plan to call for detailed reports, from the ladies in charge, of what is actually taught during the year, as has been suggested by Mr. Pearson, the Inspector of the Umballa circle. The ladies who visit the zanánás cannot spend much time in each house, and the instruction imparted must be somewhat meagre; but there can be no doubt of the great benefit that must be derived from the civilizing effects of such visits. The Mission schools are often under the supervision of ladies who take a great interest in the work in which they are engaged; and the schools are, I have no doubt, superior to the great majority of Government schools, with the exception of those in the Jullundur District. The number of girls, however, who have yet been taught to read an easy book at sight, to write an easy passage from dictation, and to work sums in the first four rules of arithmetic, is still very small. The Amritsar schools under the management of a native committee, and the superintendence of the Lady Superintendent of the Female Normal school, are probably amongst the most efficient of Aided Vernacular schools; but they are not at present open to inspection, which I believe to be essential to thorough efficiency. Most of them have been provided with female teachers trained

in the Normal school. The schools under Bedi Khem Singh remain in a somewhat stagnant condition. They are maintained, I believe, entirely, or almost entirely, from public funds, though some nominal expenditure from other sources is entered in the returns.

299. Needle-work and embroidery are taught in most of the Aided schools, and in some of the Government schools. From the Hindú girls' school at Pasrúr in the Siálkot District a richly-embroidered table-cover was shown at the Lahore Exhibition and was much admired.

In most of the Aided schools needle-work, &c., are taught.

CHAPTER VI.

SCHOOLS FOR SPECIAL AND TECHNICAL TRAINING.

MAYO SCHOOL OF INDUSTRIAL ART, LAHORE.

Statistics.

300. The School of Art contained at the close of the year 43 students, or 7 less than at the end of the previous year. The falling-off is attributed by the Principal partly to the prevalence of sickness, and partly to the interruption of regular work caused by the Punjab Exhibition. The roll includes 2 native Christians, 8 Hindús, 17 Muhammadans, and 16 Sikhs. The average attendance during the year was 34. The expenditure amounted to Rs. 12,315, paid entirely from Provincial Revenues, and the average cost of educating each pupil to Rs. 286-6.

Subjects taught in the school.

301. All the students learn drawing and geometry, and 28 are taught to read and write Urdú, 20 learn carpentry, 7 moulding, 4 wood-engraving, 5 lithography, 11 gesso-work, and 10 decoration.

The Punjab Exhibition helped to show the public the usefulness of the school.

302. The Punjab Exhibition, though an interruption to regular school work, was extremely useful in showing more clearly than would be possible in any other way the influence that the school has exercised. The specimens of furniture and wood-carving supplied by the school were pronounced to be far superior to any others that were exhibited with regard to soundness of construction, excellency of workmanship, and the application of new methods of ornamentation in national and oriental styles. The verdict pronounced on designs executed in the school was no less favorable.

The school recognized as an authority by the local artizans.

303. It was recorded that, in the works undertaken in the school, the pupils are led by illustration and suggestion to devise for themselves the full design, and to elaborate the plan of structure and decoration. A large number of craftsmen from different parts of the Province were present at the Exhibition, and their attention was carefully directed to the efforts that had been made to produce new and carefully considered designs on old and familiar lines. The school continues to be

recognized as an authority by workmen in the Lahore bazaar, who frequently apply for advice and assistance.

Notable works executed by students during the year.

304. Amongst the works of the year were—a large folding-screen with figures painted in oil nearly life-size; a facsimile reproduction of a large piece of wall decoration from Wazír Khán's mosque for the South Kensington Museum; colored drawings of the Chauburjí and the entrance of Wazír Khán's mosque, a design for a Mission church in which Mugal forms were introduced; a device for an ornamental screen-wall in the new Mission church at Anárkalí, comprising foliated capitals modelled in plaster; plaster models of capitals for the new Muir College at Alláhábád to be carved in stone; decoration in moulded paper enriched and embossed, and suitable for the ornamentation of wood surfaces or of ordinary walls, being impervious to the nitrous efflorescence common in the Punjab; a sideboard in which the open-work geometric tracery of the Punjab was combined with Arabic patterns of similar style in relief; another sideboard in which the same kind of tracery was combined with perforated brass-work; a hanging etagere with gilded arabesque ornament; drawings of carpets executed for various firms; and designs for exhibition certificates, which were much admired, and have led to the receipt of commissions from various parts of the country.

The school has received much encouragement from the South Kensington Museum.

305. The school has received much encouragement from the South Kensington Museum, and will be provided with a sum of money to be expended annually on reproductions for that institution.

Difficulties in the way of progress.

306. The Principal refers again to the difficulties that present themselves, in consequence of the desire of some of the students to learn mere mechanical plan drawing, and other causes similar to those which have been mentioned on previous occasions; but there can be no question that such difficulties will be overcome in time, and that the institution is already exercising a most beneficial influence on industrial art, which will, I hope, be widely extended by the gradual establishment of industrial schools throughout the Province.

Portions of Principal's report printed as an appendix to this report.

307. As directed in Government order No. 71, dated 9th March 1882, portions of the Principal's report on the School of Art are printed as an appendix to my report.

MEDICAL SCHOOL.

Statistics and cost of educating each student.

308. At the close of the official year the Lahore Medical school contained 138 students against 115 at the end of the previous year; of these, 68 attended the English class and 70 the Vernacular class, and the average attendance was 126. The total expenditure amounted to Rs. 59,053, out of which Rs. 55,500 were paid from Provincial Revenues. The total cost of educating each scholar was Rs. 421-13-0, and the charge paid from Provincial Revenues Rs. 396-7-0.

Results of examinations.

309. Twelve candidates from the English class appeared at the first examination in medicine of the Punjab University college, and seven presented themselves for the final examination. Ten of the former and four of the latter were successful. Eighteen students of the Hindustání class underwent the examination prescribed for the rank of Hospital Assistants, and of these ten were successful. In the previous year 7 students were successful in the first and 5 in the final examination of the Punjab University college, and 26 in that prescribed for the rank of Hospital Assistants.

NORMAL SCHOOLS FOR MASTERS.

Normal schools.

310. There are three Government Normal schools for the training of village school-masters—at Delhi, Lahore and Ráwalpindí; and there is one Aided Normal school, at Amritsar.

Statistics.

311. The number of students in the Government schools at the close of the year was 189 against 168 at the close of the previous year. The total expenditure amounted to Rs. 12,304 against Rs. 15,267 in the previous year. The total cost of educating each student was Rs. 66-8, and the cost to Government Rs. 18-12.

Certificates awarded to passed students.

312. According to the arrangements hitherto existing, four grades of certificates are awarded to students of Normal schools, the first and second qualifying the holders for the charge of Middle schools, and the third and fourth for the charge of Primary schools. Students under training for employment in schools for Secondary education, however, now attend the Central Training college, and certificates of the two lower grades are awarded to students attending the Normal schools.

In the recent examinations 9 certificates of the third grade and 89 of the fourth grade were awarded. In the previous examinations, one student obtained a certificate of the third grade, and 37 certificates of the fourth grade.

Attendance in Government Normal schools, and results of examinations.

313. The Delhi Normal school contains 64 students, the Lahore Normal school 94 students, and the Ráwalpindí Normal school 31 students. Of the certificates awarded, 4 of the third and 31 of the fourth grade were gained by Delhi, 2 of the third and 38 of the fourth grade by Lahore, and 3 of the third and 20 of the fourth by Ráwalpindí.

Model schools attached to Normal schools.

314. For some years past a Model school has been attached to the Normal school at Delhi; but owing to the want of accommodation, Model schools have not yet been organized at Lahore and at Ráwalpindí. The Normal school at Lahore has, however, been removed into a new building, which has lately been repaired by the Department of Public Works, and a Model school will now be organized without delay. I hope also that arrangements may be made for the organization of a Model school at Ráwalpindí in the course of the year.

Lahore Normal school under the supervision of the Principal, Central Training college.

315. The Normal school at Lahore has been placed under the general superintendence of the Principal of the Central Training college, and the expediency of placing the Normal schools at Delhi and Ráwalpindí under the superintendence of the same officer is under consideration. It will probably be desirable, however, to defer this arrangement until the organization of Model schools at Lahore in connection with the Central Training college and the Normal school, and some other necessary measures, have been completed.

AIDED NORMAL SCHOOL.

Statistics of the Christian Vernacular Education Society's Normal school.

316. The Christian Vernacular Education Society's Aided Normal school at Amritsar contained at the close of the year 31 students, or 4 less than at the end of 1880-81. The total expenditure amounted to Rs. 9,430, of which Rs. 2,700 were contributed by Government. The total cost of educating each scholar was Rs. 304-3-0 and the cost to Government Rs. 87-1-0, against Rs. 314-3 and Rs. 83-1-0 in the previous year.

317. This institution contains four classes, each having a six months' course, or two years' work in all; but the Inspector reports that the students generally take three years to complete it thoroughly. For admission to the first or lowest class, attainments slightly above the Upper Primary standard with a little Euclid and Algebra are required. A student who has passed the Middle school examination is admitted at once to the third class. The course of instruction embraces all the subjects prescribed for the Middle school examination, with English, English history, elementary science, free-hand drawing, and school management. As English is not compulsory for admission, the attainments of the pupils in that language are very unequal; but it is taught in all the classes. The students are examined half-yearly, their promotion depending on the results. From the first the students go by rotation for a week at a time into the Model school for practice in teaching, and a criticism lesson is given every week by a student of the third or fourth class; and at the end of the half-yearly course each student is required to give a lesson before the Principal to a class. Those who obtain 33 per cent. on each subject in which they are examined, and 50 per cent. on the aggregate number of marks, and who give some promise of being able to teach, are discharged as fit to manage a school. A school conducted on such principles and managed by men of energy and ability, themselves trained masters, cannot fail to effect much good in the Province.

Course of instruction and conditions of admission into Christian Vernacular Education Society's Normal school.

318. The very high annual cost of educating each scholar is due to the fact that the institution is under European management, whilst the number of scholars is comparatively very small. As, moreover, the course of instruction extends frequently over three years, it is evident that the institution is in a position to supply a very small number of trained students annually. Hence, however excellent may be the system of instruction, it is evident that the results must be very small as compared with the expenditure.

Causes of the high cost of educating each scholar.

319. I am inclined to think that an effort should be made to extend the operations of this institution. With the advantage that it possesses skilled European masters, it should be able, without much additional expenditure, to undertake the training of a large number of men; and if it were found practicable to require a higher standard for

Effort should be made to extend the operations of the institution.

admission, so that the length of the course of instruction might be reduced, the proportion of men trained annually would be still further augmented.

320. The Inspector of the circle will be requested to report on this subject after consultation with the Principal of this institution. I have thought it advisable to state my views on this subject at some length, as they have been somewhat misunderstood. My comments on previous occasions on the excessive cost of educating each pupil, seem to have led to the apprehension that I might recommend a reduction of the grant-in-aid. This, however, would simply cripple the power of the institution; whereas it is a very large expansion which seems to be required. This might entail some additional expenditure, but would enable the school to obtain the full benefit of the great advantage that it enjoys in the possession of thoroughly qualified English masters, and to supply annually a sufficient number of trained teachers to justify fully a large expenditure. I hope, indeed, that it may be found possible to place the institution on a footing that will enable it to supply trained masters to all the Mission schools in the Province.

Director's former comments on the excessive cost of education in the institution were misunderstood.

321. Another measure that has been for some time under consideration is the extension of the examination held for Government Normal schools to this institution, and the bestowal of Departmental certificates. This is desired also by the Principal; but it is necessary first of all to carry out the arrangements proposed for the improvement of the Government institutions.

Extension to this institution of the examination held for Government Normal schools and of the award of certificates.

NORMAL SCHOOLS FOR MISTRESSES.

322. The number of Normal schools for mistresses has been reduced from 5 to 4. There are now three schools for natives and one for Europeans.

Normal schools for mistresses reduced in number from 5 to 4.

AIDED NATIVE SCHOOLS.

323. The schools for native mistresses are at Delhi, Lahore and Amritsar. The Jullundur school has been abolished during the year under report, as it had been determined to give up the attempt to train female teachers, and to maintain instead an Upper division of the Primary school, which formerly consisted of a Lower department only attached to the Normal school.

Aided Normal schools for natives at Delhi, Lahore and Amritsar.

Aided Normal school for natives at Delhi to be abolished.

324. The Normal school at Delhi, which is under the management of the Society for the Propagation of the Gospel Mission, has not proved successful and it has been determined to abolish it. An effort will be made to maintain in its place a really good school for girls, and to raise the new institution to the standard of a Middle school.

Ditto at Lahore and Amritsar—their statistics, and cost of educating each pupil

325. The Normal schools at Lahore and Amritsar are under the management of committees. They receive special grants from Government, from which nearly the entire cost is paid. The Amritsar school contained at the close of the year 36 scholars; it was maintained at an expenditure of Rs. 4,743, and the annual cost of educating each scholar was Rs. 131-12-0. The Lahore school contained 75 scholars, the expenditure amounted to Rs. 5,794, and the annual cost of educating each scholar was Rs. 81-10.

Ditto at Amritsar—its condition prosperous.

326. The Normal school at Amritsar comprises three departments for instruction in Urdú, Hindí and Gurmukhí. It seems to be in a fairly prosperous condition, but the standard in arithmetic throughout the school is low, and great inconvenience is felt in the Gurmukhí department owing to the want of suitable books.

Ditto at Lahore—its condition not satisfactory.

327. The Lahore Normal school also contains an Urdú, a Hindí and a Gurmukhí department. In outward aspect this school has much improved, and discipline is well maintained; but this, I fear, is all that can be said in its favor, and it certainly has not fulfilled its purpose. On the Urdú side, not a single woman can work sums in compound division; and none of the classes are in a satisfactory condition. It appears that some of the women have grown old in the school: the name of one having been borne on the rolls since 1869, of another since 1871, and of a third since 1872.

AIDED EUROPEAN SCHOOL.

European Normal school, Delhi—its aims.

328. The Aided school for European mistresses at Delhi is under the Society for the Propagation of the Gospel Mission. It is intended to train teachers for zanánà work. It contained at the close of the year 4 pupils. The expenditure was Rs. 1,430, and the average cost of educating each pupil Rs. 476-11-0, of which Government contributed Rs. 120. The scholars were intelligent and well taught, but were not prepared for examination by any of the recognized standards. The Inspector considered, however, that

the two senior girls might pass the Entrance examination in English and general knowledge, and the two junior the Middle school examination in the same subjects.

INDUSTRIAL SCHOOLS.

Statistics.

329. There are four industrial schools:—an Aided school for women at Delhi, two Government schools for men at Hoshiárpur and at Kasúr, and an Aided school at Lahore.

Female school, Delhi.

330. The Female school at Delhi is under the Society for the Propagation of the Gospel Mission. It contained at the close of the year 27 women. The cost of instruction for each scholar was Rs. 27-15-0, of which Rs. 6-15-0 were paid by Government. Instruction is given in lace-making and various kinds of work, which is purchased by the friends of the Mission. The women each receive an allowance of Re. 1 per mensem.

Industrial school at Hoshiárpur.

331. The school at Hoshiárpur is for weaving and carpentry. It contained at the close of the year 31 pupils, and was maintained at a cost of Rs. 1,504 from funds at the disposal of the Deputy Commissioner. The total annual cost of educating each pupil was Rs. 45-9-0, which exceeds that of training students in the Normal school at Lahore: so that, as the Inspector points out, it costs as much to make a weaver or carpenter as to train a teacher. Possibly, however, the expenditure shown in the returns may be in part recovered by sales.

Ditto at Kasúr.

332. The institution at Kasúr, besides teaching carpentry and weaving in various forms, maintains a saddlery and tailoring section. The younger pupils are taught also to read and write. The school is supported from District and Municipal Funds, and is economically managed. The average cost of educating each pupil was Rs. 18-15-0.

Ditto at Lahore.

333. The school at Lahore is attached to the Agri-Horticultural Society's garden. It is supported by a contribution from the Society supplemented by a grant-in-aid. It contained at the close of the year 14 pupils, and the average cost of instruction for each pupil was Rs. 16.

CHAPTER VII.

SCHOLARSHIPS.

Scholarships awarded by the Educational Department.

334. Scholarships awarded by the Educational Department in institutions for general education are paid from Provincial Revenues. They are of two kinds—college scholarships, and scholarships tenable in High schools.

College scholarships awarded to one-fourth of the number successful in Entrance and Proficiency examinations.

335. College scholarships were formerly awarded in accordance with the results of the examinations of the Calcutta University, and are now determined by the corresponding examinations of the Punjab University college. They are conferred on one-fourth of the total number of students who are successful in the Entrance and Proficiency examinations. Up to the close of the year under report, such scholarships were not conferred on Vernacular students ; but it had been decided that candidates appearing in the Vernacular Entrance examination in May 1882, for which higher attainments than before are required in Arabic and Sanskrit, should be considered eligible.

College scholarships open to competition of Government and Aided schools.

336. College scholarships awarded to students who pass the Entrance examination are open to the competition of Government and Aided schools. Since the abolition of the Delhi college they have been tenable in the Lahore Government college alone; as this was the only English college, Government or Aided, in the Province. They will be tenable in future in the Mission college lately organized at Delhi, to which a grant-in-aid has been allowed with effect from the beginning of the current year.

High school scholarships were not tenable in Aided schools until close of the year under report.

337. Scholarships awarded by the Department to students joining High schools are allotted in accordance with the results of the Middle school examination. Until the close of the year under report, they were, except in some special cases, tenable in Government schools only. This fact has been brought forward as a special charge against the educational system of the Province, and it seems desirable, therefore, to explain the circumstances of the case.

338. In the first place, it should be observed that up to 1879-80 the expenditure on scholarships in Aided schools was treated as part of the ordinary school expenditure. Grants-in-aid of the total expenditure were given under the rules sanctioned by Government; and the managers were at liberty to distribute such grants as they pleased amongst the various items, such as salaries of teachers, school servants, contingencies, books for libraries, scholarships, &c. In Government High schools separate assignments were made for all these purposes, and managers of Aided schools would appear *primâ facie* to have no more claim to a portion of the assignment specially made to provide scholarships in Government schools than they have to share in those set apart for any of the other purposes above enumerated.

Grant was formerly allowed to Aided schools in aid of expenditure which included scholarships.

339. It appears to me, therefore, that the expenditure of the assignment for scholarships tenable in Government schools on the object for which it was intended, would be no legitimate cause of grievance, even if this assignment had been provided wholly by Government. In point of fact, however, such was not the case. Originally fees levied in Government schools were expended directly on those institutions. Subsequently it was arranged that the fees should be paid into the treasury, expenditure of an equivalent amount being met by Government; and that for any future increase in fees an equivalent expenditure should be allowed, an annual assignment in lieu of fees being provided for this purpose.

Government scholarships constituted from fees.

340. In 1870 it was arranged that, with the view of rendering the character of the instruction imparted in District schools more sound, Upper departments (or High schools as they are now termed) should be maintained for the next few years at Delhi, Lahore and Amritsar only; and that in the remaining schools no attempt should be made to teach beyond the Middle school standard. In order to encourage students of District Middle schools to complete their education in the Central schools where Upper departments were maintained, it was determined to provide exhibitions; and, with this view, certain appointments in District schools of the aggregate value of Rs. 330 per mensem were reduced, and the savings were expended on exhibitions. A further sum of Rs. 300 per mensem for scholarships was provided from the assignment in lieu of fees

and from savings caused by reduction of certain appointments in District schools.

in the budget for 1870-71, making Rs. 630 per mensem in all. In 1872-73 a further contribution of Rs. 370 was made from the Provincial Revenues, thus raising the total amount to Rs. 1,000 per mensem, out of which Rs. 840 were set apart for exhibitions of the nature above described, of which it was calculated that about two per annum would be available for students from each District Middle school, where there was no Upper or High school department; and Rs. 160 were allowed for local scholarships.

Aided schools could have no claim to a share in the assignment for these Government scholarships.

341. It will be seen, therefore, that the three central schools at Delhi, Lahore and Amritsar were intended for the benefit of the Province at large, and that the exhibitions tenable in them, which absorbed more than five-sixths of the total assignment for scholarships, were of a different character from scholarships awarded in schools of a purely local character. It will be observed, also, that nearly two-thirds of the total assignment were provided by savings effected in establishments, and by a contribution for which an equivalent was paid by the boys themselves in the shape of fees. It is, I think, perfectly clear that Aided schools could have no claim to a share in this assignment as a matter of right, and that no injustice has been committed.

A number of scholarships should be open to the competition of Government and Aided schools.

342. On the other hand, it is, I think, very desirable that there should be a certain number of scholarships open to the competition of students of Government and Aided Middle schools, and tenable in any of the Government and Aided schools in the Province. Circumstances, moreover, have changed since the introduction of the system above described, which has in consequence undergone some modification in practice.

Term of instruction in High schools changed from three to two years, and number of High schools increased. Effects of the change.

343. Formerly the course of study in the Government High schools at Delhi, Lahore and Amritsar extended over three years. Students who attended Government English schools in any other part of the Province were, therefore, obliged to relinquish their studies when they had reached a standard three years short of the Entrance examination, unless they obtained exhibitions, or possessed sufficient means to enable them to maintain themselves at one of these High schools at their own expense. The number of Government English High schools has now been raised to ten; and it is quite possible to

organize additional High schools at comparatively small cost in connection with District Middle schools as occasion may require. The course of instruction in High schools, moreover, has been reduced from three years to two; an increase of one year having been made to the course prescribed for Middle schools. Several consequences follow from these changes: in the first place, students who stop short at the Middle school course obtain a better education than formerly; secondly, as the High school course extends over two years, scholarships are tenable in High schools for two years only, instead of for three; and hence, to provide a given number of scholarships annually, a smaller expenditure is necessary; and thirdly, the number of High schools having been increased, the number of students who can read to the Entrance standard at or near their own homes has been increased also. Under these circumstances, the amount expended on scholarships held by students of Government High schools can be reduced without injury to the cause of education.

It would have been irregular to allow scholarships to Aided schools prior to 1879-80.

344. In Aided schools, again, the money spent on scholarships is no longer reckoned as a part of the ordinary expenditure.

A moiety of this expenditure must be paid from private sources, and hence it would have been as irregular, prior to 1879-80, to pay from Provincial Revenues the total cost of scholarships, as to pay the whole cost of the salaries of the teachers. As, however, scholarships are no longer reckoned as a part of the cost of the school, they may be considered to fall without the ordinary grant-in-aid rules.

Assignment for scholarships raised to Rs 1,500 per mensem, and scholarships thrown open to Aided schools.

345. Under these circumstances, the question of throwing open to students of Aided schools the scholarships awarded on the results of the Middle school examination, has been for some time under consideration, and I have frequently discussed it with the present and the late Inspector of the Lahore circle. It would have been extremely inconvenient to do this before the course of study in High schools had been reduced to two years and the revised standard for the Middle school examination came into operation. The first regular examination under the new standard was held in 1881, but I wished to make some addition to the assignment for scholarships before throwing them open to Aided schools, and this did not seem practicable during 1881-82; the assignment of Rs. 1,000

above referred to has now been amalgamated with that of Rs. 402 per mensem allowed for Vernacular schools, and the whole has been raised to Rs. 1,500 per mensem. Scholarships will be awarded in proportion to the number of Anglo-Vernacular and Vernacular students respectively who pass the Middle school examination, and will be open to the competition of all Government and Aided Middle schools. The measure has been applied to the recent Middle school examination held since the close of the year.

Scholarships given by District and Municipal Committees—the conditions on which awarded.

346. District and Municipal Committees are authorized to award scholarships, not exceeding Rs. 3 per mensem and tenable in Middle schools, to boys who have passed the Upper Primary school examination. To such of these students as pass the Middle school examination and fail to obtain Departmental scholarships, they may award renewed District or Municipal scholarships, not exceeding Rs. 4 per mensem, tenable in High schools. Scholarships awarded by District Committees are open to sons of agriculturists only. District and Municipal scholarships are awarded chiefly with the view of enabling promising students to obtain a higher education than is available where they reside.

Expenditure on scholarships in Lahore college.

347. In the Lahore Government college the expenditure on scholarships during the year under report amounted to Rs. 12,655, of which Rs. 6,816 were charged to Provincial Revenues, Rs. 4,980 were contributed by the Punjab University college, and the balance was paid from other sources.

Ditto in Government English High and Middle schools.

348. The amount expended on scholarships held in Government English High and Middle schools was Rs. 25,439, of which Rs 11,500 were paid from Provincial Revenues, Rs. 10,493 were contributed from District Funds, Rs. 2,165 by Municipalities, Rs. 924 from the proceeds of an endowment, and Rs. 357 from other sources. In Primary English schools Rs. 5,331 were expended, chiefly by District Committees, on boys who had completed the Primary course in Vernacular schools and attended English Primary schools to study English.

Ditto in Government Vernacular High and Middle schools.

349. In Government Vernacular High and Middle schools Rs. 17,408 were expended, of which the sum of Rs. 14,331 was contributed by District Committees. In Primary Vernacular schools for boys the expenditure was Rs. 586.

350. In Government Female schools the expenditure was Rs. 492, of which Rs. 123 were paid from public funds and Rs. 369 from endowments and other sources.

Expenditure in Government Female schools.

351. In Aided High and Middle schools the expenditure amounted to Rs. 3,438, of which Rs. 303 were paid from Provincial services, Rs. 1,108 from District Funds, Rs. 324 from fees, Rs. 323 from Municipal Funds, and Rs. 1,380 from other sources. In Aided Primary schools for boys Rs. 751 were expended.

Expenditure in Aided High and Middle schools.

352. In Aided Female schools Rs. 3,186 were expended. Of this amount, Rs. 1,216 were paid from Provincial Revenues, Rs. 604 were contributed by Municipalities, and Rs. 1,366 were paid from other sources.

Ditto in Aided Female schools.

353. The expenditure on scholarships in Government schools for the general education of boys is much higher than in Aided schools. By far the greater part of this amount, however, is expended on scholarships conferred on boys with the view of enabling them to meet the comparatively heavy expense of joining schools at a distance from their homes, after passing the Upper Primary or the Middle school examination. The 10 Government English High schools and the 27 District Middle schools are attended largely by boys from remote towns and villages with or without scholarships; whereas the Aided schools are for the most part purely local institutions. Boys who have received their elementary education in Government Primary schools, naturally join a Government school of a higher grade in preference to a Mission school, whether they have succeeded in obtaining a scholarship from the District Committee or not. In the first place, the village community is apt, I think, to entertain a stronger prejudice against Mission schools than the inhabitants of large towns; and in the second place, religious objections must naturally be much stronger in the case of boarders than with day-scholars. I found accordingly, a few months since, that the Mission school at Jullundur contained not a single boarder, whereas the Government schools in neighbouring districts are attended not only by scholarship-holders, but also by large numbers of boys from outlying towns and villages, who defray their own expenses. No doubt the prejudice against Mission schools tends to diminish; but the majority of District scholarship-holders

Expenditure on scholarships in Government schools for general education is higher than in Aided schools. Students from Primary schools prefer joining a Government to an Aided school.

will continue to prefer Government schools if any option is allowed them in the matter.

Expenditure on scholarships in Government and Aided Female schools compared.

354. In Aided schools for girls, on the other hand, the expenditure on scholarships is much higher than in Government Female schools. The number of girls attending Government schools was 3,857, and the total expenditure on scholarships Rs. 492, of which Rs. 123 were contributed from public funds and Rs. 369 from other sources. Aided schools contained 5,350 girls, and the expenditure on scholarships amounted to Rs. 3,186, of which Rs. 1,820 were paid from public funds, Rs. 1,216 being contributed from Provincial Revenues, and Rs. 604 by Municipalities.

Expenditure on scholarships in Government institutions for technical training.

355. The expenditure on scholarships in the Central Training college during the year under report was Rs. 8,471 ; in the Medical school Rs. 13,506 ; in the Mayo School of Industrial Art Rs. 1,571 ; in Government Normal schools Rs. 11,415 ; and in the Industrial school at Hoshiárpur Rs. 594. The total amount, therefore, expended on stipends tenable in Government institutions for technical instruction was Rs. 35,557. Of this, Rs. 14,909 were paid from Provincial Revenues, Rs. 15,842 from District Funds, Rs. 3,106 by Municipalities, and Rs. 1,700 from other sources.

Ditto in Aided schools for technical training.

356. In Aided Normal schools the expenditure was Rs. 4,963, of which Rs. 1,394 were paid from Provincial Revenues, Rs. 1,700 by Municipalities, and Rs. 1,869 from other sources. Rs. 311 were expended in Aided industrial schools ; Rs. 120 being paid from Provincial Services, and Rs. 191 from other sources.

CHAPTER VIII.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

Employment of College students.

357. From the return supplied by the Principal of the Lahore Government college it appears that 27 students left that institution in the course of the year. Of these, 8 joined the Central Training college, the Oriental college, the Medical school, and the Law school. Two obtained Fellowships—one on Rs. 100, the other on Rs. 50—in the Punjab University college; four obtained educational appointments—one on Rs. 20 in an Aided school, two on Rs. 30 and Rs. 50 in Government schools, and one as Tutor to His Highness the Rája of Faridkot on Rs. 80; one obtained an appointment on Rs. 75 in the Chief Court; one died; and regarding the remaining 10 no information has been supplied.

Employment of students of Government and Aided schools who passed the Entrance examination.

358. Twenty students who left Government and Mission schools, after passing the Extrance examination of the Calcutta University or of the Punjab University college, obtained employment on an average salary of Rs. 20-5-8.* Of these, 16 were educated in Government and 4 in Mission schools. Five who passed in the Vernacular became assistant teachers on an average salary of Rs. 11. Of those who passed in English, 7 are employed in Government and Aided schools on an average salary of Rs. 22-2-8 per mensem,* 2 in the Forest Department on salaries of Rs. 18 and Rs. 25, 2 as clerks on Rs. 40 and Rs. 50, 1 in the Railway on Rs. 15, and 1 in a Press on Rs. 10.

Employment of students of District schools.

359. Of students who left District schools without passing the Entrance examination, 88 have obtained employment on salaries of the average value of Rs. 17-10-5. Of these, 32 have obtained educational appointments, 15 are employed in the Civil Department, and 41 in other capacities.

Employment of students of Vernacular schools.

360. Of students who left Vernacular schools 317 have obtained employment on an average salary of Rs. 9-7-11. Of these, 112 are employed in the Educational Department, 157 in the Civil Department, and 48 in other capacities.

* The salary of one of these, employed as a teacher, is not stated, and the average is calculated on the salaries of the others.

CHAPTER IX.

BOOKS.

Organization of committee for text-books and libraries.

361. As I mentioned in my last report, a standing committee was constituted in 1877 for the purpose of considering what books should be recommended for the use of schools and colleges, and supplied to the libraries of Government educational institutions. Owing to the transfer of several of the members originally appointed, it had been thought necessary to re-constitute the committee, which would in future deal with both English and Vernacular books. Eight members of the new committee had been appointed by Government, and eight were to be appointed by the Senate of the Punjab University college. The nominees of the Senate have now been appointed, and, since the close of the year under report, a general meeting of the committee was held, on which occasion numerous sub-committees were appointed and met in Lahore during the month of May last. The result of their labors will be noticed in my next report.

New books published.

362. The following new books were issued during the year :—

1. Arithmetic, Part I, for Primary schools, by Mr. Sime.
2. English Reader for first class of Middle schools, by Mr. Pearson.
3. English Reader for second class of Middle schools, by Mr. Sime.
4. A revised edition of Dr. Rahím Khán's translation of Dr. Cuningham's Sanitary Primer.
5. Third Gurmukhí Reader.
6. Fourth Gurmukhí Reader.

Important re-prints.

363. Of the re-prints issued during the year, the following were the most important :—

		No. of copies.
1.	Qá'idá-i-Urdú ...	172,000
2.	Urdú kí pahlí Kitáb ...	67,000
3.	Urdú kí dúsrí Kitáb ...	27,000
4.	Urdú kí tísrí Kitáb ...	20,000
5.	Urdú kí chauthí Kitáb ...	11,200
6.	Fársí kí pahlí Kitáb ...	20,000
7.	Fársí kí dúsrí Kitáb ...	10,000
8.	Masdar-i-Fuiyúz ...	8,000
9.	Mashq-i-nasta'líq Part I ...	2,000
10.	Do. Part II ...	4,000
11.	Qisas-i-Hind Part I ...	4,000

		No. of copies.
12	Qisas-i-Hind, Part II ...	3,600
13.	Jughráfiya-i-Hind, Part I ...	2,800
14.	Do Part II ...	1,400
15.	Jughráfiya-i-Punjab ...	5,000
16.	Sarmáya-i-Khirad ...	2,800
17.	First two chapters of the Gulistán	10,000
18	Zubdat-ul-hisáb, Part I ...	6,400
19.	Do. Part II ...	3,600
20	Ganjína-i-Khirad ...	3,200
21.	Tahrír-i-Uqlaidas, Book I ...	1,400
22	Do. Book II ...	1,400
23	Miftáh-ul-adab ...	2,200
24.	Miftáh-ul-Arz ...	2,800
25	Guldasta-i-Dánish ...	5,000
26.	Pairáya-i-Khirad ...	5,000
27.	Muntakhabát-i-'Arabíya ...	700
28.	Inshá-i-Urdú Shikasta ...	2,800
29.	Urdú version of Dr. Cuningham's Sanitary Primer ...	10,000
30.	Majális-un-nisá ...	700

Complaints that books could not be obtained from the Depôt—their causes and removal.

364. I observed in my last report that there had been complaints, for some time past, from District Inspectors, Head Masters of District schools, and from private booksellers, that they could not obtain the books they required from the Depôt. The inconvenience complained of was due to a considerable extent to the fact that an adequate annual assignment was not allowed in the budget to enable the Curator to provide a supply of books equal to the demand. At the same time there had been some want of energy in meeting the difficulty. In November last, Bábú Chandra Náth Mittra took charge of the post of Curator, and he found that large indents for books and maps were still uncomplied with. In the course of the next few months all demands of District Inspectors, Head Masters and private booksellers were met in full; and arrangements were effected for insuring an adequate supply of books in future. As the Government has agreed to increase the budget provision when necessary, it is hoped that no difficulty will be experienced in future.

Changes in the management of the Press.

365. I was not altogether satisfied with the manner in which the Press had been recently managed, and I consequently placed it, as I stated in my last report, under the superintendence of the Head Translator, who was shortly afterwards nominated to act as

Curator. It was not, however, until the Depôt was placed under the charge of Bábú Chandra Náth Mittra that satisfactory arrangements were effected. Since then there has been great improvement both in the quality and the quantity of the work executed, and artistic designs drawn in the School of Art have been lithographed in a manner to elicit the cordial approval of the Principal of that institution.

Most economical plan for the supply of Vernacular books.

366. I stated in my last report that the most economical plan for the supply of Vernacular books that have a very large circulation, would be to obtain, from England, plates prepared by means of photo-zincography from which any number of impressions could be taken in this country. The original cost of the plates is comparatively high, but this is more than covered by the saving effected in printing very large editions, printing from the plates being much cheaper than lithography. For books of which small editions are required the system is not at present suitable. I have, however, some reason to hope that it will be found possible to prepare plates by some other process at a cheap rate in this country. The experiment is one of some interest, as it would tend, if successful, to revolutionize completely the existing system.

Plates for the Urdú Primer—their usefulness.

367. Since my last report, plates for the Urdú Primer have been received from England, and have been used with great success. This little book is sold at one pice per copy, subject to discount at 20 per cent. Formerly it entailed a slight loss, but now that it is printed from plates, it is sold at a profit. The demand is very considerable, and 172,000 copies were printed last year, whilst the present outturn is at the rate of 800 per diem.

The improved system of writing and punctuation introduced by Director.

368. I have devoted a great deal of time and trouble to the introduction of an improved system of writing and punctuation. In books ordinarily lithographed in this country there are no stops, and the words are so run together that good reading is impossible. The strain on the eyes also is very considerable, and this is a great evil. Although, moreover, the words are so closely run together, the Persian character, as ordinarily written, is of such a nature that some of the letters are much above the others, and the result is that comparatively few lines can be contained in a page. Under the new system, all the vowel marks are indicated, there is a

simple system of punctuation, there are clear spaces between all the words and between the lines, whilst the number of lines and the amount of matter that can be contained in a page are greatly increased. This system requires very great care in writing the manuscripts on transfer paper, in taking impressions from the stone, and in making corrections on the stone after a certain number of impressions have been taken. When these necessary conditions are neglected, the result is not altogether satisfactory. The greatest difficulty was experienced in teaching the lithographic writers to conform to the various rules laid down, but youths selected chiefly from students who had passed the Middle school examination, and were ready to receive new ideas, have been trained to practise the new method of writing with success. Considerable difficulty was experienced also in getting the impressions properly taken, especially when large editions of books were printed. I am by no means satisfied with *all* the books that have been printed under the new system—perfect success was not to be expected at first—but the result in many cases has been highly satisfactory ; and the practicability of applying the system even to large editions of lithographed books has been proved. One result of this system, when thoroughly carried into effect, will be that the cost of lithographing educational books will be reduced by about one-half, whilst in the case of books printed from plates the saving will be larger.

369. The size of the character is of course a matter of importance. It must not be too small, as it is then injurious to the eyes; whilst, on the other hand, the larger the character, the greater the quantity of paper that is used and the cost of the book. After many experiments I have adopted three principal sizes—one for the Primer, a second for the first two Hindustání Readers, and a third for all more advanced books. The smallest size of the three is, in my opinion, quite large enough for ordinary use; provided, firstly, that all the rules laid down for writing are observed, and secondly, that the printing is perfectly clear. If any of these conditions are neglected—if, for example, the spaces between the words or the spaces between the lines are not clearly maintained, or if the impression is not perfectly clear—the character will look crowded, and the want of clearness may lead any one who has not studied the subject to the supposition that the character is smaller than is desirable. If all the necessary rules for writing are fully carried out and the printing is clear and well-defined, the character will appear to be quite as large as is requisite.

The size of character a matter of importance.

370. It should be added that I hope shortly to effect arrangements for furnishing all our Vernacular books with good illustrations.

Furnishing Vernacular books with illustrations.

371. Messrs. Baker and Oliphant are still the London agents of the Book Depôt. The principal conditions under which books are supplied were stated in the last annual report. They are the following:—

London agency of the Book Depôt—conditions on which books are supplied.

(1.) The books to be delivered at the port in India, free of all transit charges, freight, insurance, postage, &c.; and of all risks in transit.

(2.) The invoice prices to be invariably the English original retail-selling prices as given in the catalogues and lists of publications and publishing firms.

(3.) The rupee to be taken as two shillings.

(4.) Payment to be made in Indian currency to the Agra Bank, Calcutta, at one fixed rate of exchange of eight annas per shilling.

(5.) The rate of discount on English original retail-selling prices to be allowed to the depôt on all descriptions of books and maps, except law and medical books, to be 20 per cent., number and quantity out of mind.

372. In the case of English books imported and sold at the depôt, an addition of 10 per cent. is made to the English retail prices; but discount at the same rate is allowed on cash purchases amounting to Rs. 25 or upwards. Even the retail price charged in the Punjab is of course lower in reality than the English retail price, as the rupee is taken as equal to two shillings. I am inclined to think, however, that a further reduction might probably be made with safety, the retail price being fixed at the English rate, still taking the rupee at two shillings. The profit of the depôt consists of the discount allowed by the London Agents after deducting the transit charges from the port of landing. No addition is made to the price of English books purchased in this country, provided that sufficient discount can be obtained to cover that allowed by the depôt.

Price charged for books sold to the public.

373. When the Book Depôt was first established, Government, as I explained last year, defrayed the expenditure on establishments, but a percentage was added to the price of books in order to cover the cost of carriage and of the commission allowed to

Self-supporting system observed in the depôt.

those employed in selling them. In 1864 the Government undertook to pay these charges also, and from this time till the close of 1869-70 books were sold at cost price. In the beginning of 1870-71 a change was made in this system. It was determined by the Government that the Book Depôt should be made self-supporting, and I received instructions to carry out this measure.

Excess of amount paid into treasury over amount drawn up to close of 1880-81.

374. At the end of 1869-70 the amount due to Government on account of money advanced for the purchase of books—the amount, that is, by which such advances exceeded the sum realized by the sale of books and paid into the treasury—was Rs. 46,730-4-6, and the sum of Rs. 24,204-12-0 was due on account of the purchase of books and material, so that the total liabilities amounted to Rs. 70,935. The whole of these liabilities, with the exception of a debt of Rs. 2,326-14-11 due for books purchased, had been cleared off by the close of 1880-81, and an additional sum of Rs. 7,683-15-7 had been paid into the treasury.

Receipts from and payments to Government during 1881-82.

375. During the year under report Rs. 57,545-10-1 were received from Government, and printing paper and other articles of the estimated value of Rs. 12,578-8-0 were supplied by the Stationery Office at Calcutta, so that the total receipts from Government amounted to Rs. 70,124-2-1. From this should be deducted Rs. 2,100 on account of paper for the Urdú Gazette, Rs. 2,100 the approximate cost of translating matter for the same, Rs. 1,200 allowed by Government for the registration of books under Act XXV of 1867, Rs. 11,502-13-7 the value of books supplied to libraries and for prizes, and Rs. 31 on account of books supplied on the public service. The receipts from Government, therefore, after deducting the cost of the Urdú Gazette, of the registration of books, and of books supplied to libraries, for prizes and on the public service, amounted to Rs. 53,190-4-6.

Total payments made to Government during the year were less than receipts from Government.

376. The sum of Rs. 46,205-4-1 was paid into the treasury (on account of the ordinary operations of the depôt, besides Rs. 757-14-0 on account of the sale proceeds of books received from the Secretariat), and Rs. 3,402-4-9 were credited to the Book Depôt and the Educational Press in the books of the Accountant General by transfer entry; so that the total payments made to Government (exclusive of the sum realized and paid into the treasury on account of books

received from the Secretariat) amounted to Rs. 49,607-8-10. The receipts from Government after allowing for certain charges amounted, as we have seen, to Rs. 53,190-4-6. Hence the receipts from Government exceeded the payments made to Government by Rs. 3,582-11-8. This was due to the fact that there were very large sales during the last quarter, and that a considerable portion of the amount due was not realized until after the close of the year.

Excess paid to Government.

377. As we have seen, the amount paid into the treasury at the close of 1880-81 exceeded the amount advanced by Government, for the purchase of books and other expenses, by Rs. 7,683-15-7. During the year under report, however, the amount received from Government, after deducting the charges specified in paragraph 375, exceeded the amount paid to Government during the year by Rs. 3,582-11-8. Hence at the close of the year the excess paid to Government over the receipts from Government was reduced to Rs. 4,101-3-11. This sum, added to the excess of the assets of the Book Depôt over the debts on 31st March, represents the profits up to the close of 1881-82.

Profit of the Depôt up to 1881-82.

378. The assets at the close of the year amounted to Rs. 1,53,659-6-0, or, exclusive of the value of books received from the Secretariat, to Rs. 1,18,240-7-1. The latter amount is made up as follows :—cash Rs. 473-8-2, outstandings Rs. 17,040-12-8, tools and plant Rs. 21,378-12-7, and stock Rs. 79,347-5-8. Debts amounted to Rs. 4,367-3-9. Adding the sum of Rs. 4,101-3-11 mentioned in the last paragraph, Rs. 473-8-2 cash in hand, and Rs. 17,040-12-8 outstandings; and, deducting Rs. 4,367-3-9 on account of debts, we find that the profits of the depôt up to the close of 1881-82 consisted of Rs. 17,248-5-0, besides tools and plant valued at Rs. 21,378-12-7, and stock of the nominal value of Rs. 79,347-5-8. As I have pointed out on previous occasions, however, the nominal value of the stock is greater than the actual value, because the retail price of books has been taken.

Financial operations of the year under report.

379. The annexed statements show the financial operations of the year under report (1) for the Educational Press, (2) for the Book Depôt, and (3) for the Press and Book Depôt combined. It will be seen that the profits of the Book Depôt during the official year amounted to Rs. 8,342-7-4.

Financial Statement of the Government Educational Press for the year 1881-82.

	Rs.	A.	P.	Rs.	A.	P.		Rs.	A.	P.	Rs.	A.	P.
Tools and plant at the beginning of the year ...	...	...	...	17,216	4	8	PAID INTO TREASURY.						
AMOUNT DRAWN FROM THE TREASURY.							Proceeds of the Press ...	157	11	9			
Establishment of the Press ...	12,172	1	7										
Press contingencies ...	10,614	12	6	22,786	14	1	ADJUSTED BY TRANSFER ENTRY.						
Value of Printing Paper, &c., received from the Superintendent of Stationery, Calcutta	...	...	...	12,578	8	0	Proceeds of the Press, being outturn of work done for the Secretariat and other offices ...	3,351	0	0			
							Books issued to the Book Depôt...	28,941	8	0			
							Estimated cost of paper used in printing the Urdú Gazette ...	2,100	0	0	34,550	3	9
							Tools and Plant at the close of the year ...	...	...	...	18,031	7	0
Total Rs. ...	...	...	...	52,581	10	9	Total Rs. ...	...	...	...	52,851	10	9

Financial Statement of the Government Central Book Depot for the year 1881-82.

		Rs.	A.	P	Rs.	A	P
Assets at the beginning of the year.							
Cash		179	4	2			
Stock		1,11,615	6	6			
Outstandings ...		10,318	9	6			
Tools, Plant, &c.		1,700	0	0			
					1,23,813	4	2
Drawn from the Treasury.							
Pay of Curator and Establishment including Translators		12,362	13	4			
Contingencies		985	3	8			
Purchase of books		21,410	11	0			
		34,758	12	0			
Deduct.							
Value of library books supplied to schools and colleges and adjusted as indicated in Government Order No. 1802, dated 30th May 1879 ...	7,605 11 3						
Do. prize books Do. Do.	3,897 2 4						
		11 502	13	7			
					23,255	14	5
Books received from Civil Secretariat		1,583	12	0			
Debts incurred		4,367	3	9			
Value of books received from the Educational Press ...		28,941	8	0			
					34,892	7	9
Profit		...	...	...	8,342	7	4
Total Rs. ...		...	...	...	1,90,304	1	8

		Rs	A	P	Rs.	A	P.
Paid into Treasury.							
Sale proceeds of books paid into the Bank of Bengal ..	46,467 9 3						
Amount received on account of postage on books sold, paid into the Bank of Bengal ...	245 13 1						
Copy-right fees on books registered under Act XXV of 1867 ...	92 0 0						
		46,805	6	4			
Adjusted by Transfer entry.							
Sale of books		51	4	9			
					46,856	11	1
Advanced for books		...	..	.	2,156	10	8
Debts paid		...	..	.	2,326	14	11
Miscellaneous							
Cost of registration of books		...	..	.	1,200	0	0
Approximate cost of translating the Urdú Gazette ...		...	...	.	2,100	0	0
Value of books carried to Profit and Loss ...		...			4	14	0
Books supplied on Public service		...	.		31	0	0
Balance —							
Cash		473	8	2			
Stock		1,14,766	4	7			
Outstandings		17,040	12	8			
Tools and Plant		3,347	5	7			
					1,35,627	15	0
Total Rs. ...		...	...		1,90,304	1	8

Finl. Statement of the Govt. Central Book Depot and the Educational Press for the year 1881-82.

		Rs.	A.	P.	Rs.	A.	P.
ASSETS AT THE BEGINNING OF THE YEAR.							
Cash		179	4	2			
Stock		1,11,615	6	6			
Outstandings		10,318	9	6			
Tools and Plant, &c.		18,916	4	8	1,41,029	8	10
AMOUNT DRAWN FROM THE TREASURY.							
Pay of Curator and establishment including Translators...		12,362	13	4			
Contingencies of the Book Depôt		985	3	8			
Purchase of books		21,410	11	0			
Pay of Educational Press Establishment		12,172	1	7			
Press Contingencies		10,614	12	6			
		57,545	10	1			
DEDUCT.							
Value of library books supplied to Government colleges and schools, the price of which has been adjusted by the Accountant General in the mode indicated in Punjab Government Order No. 1802, dated 30th May 1879 ...	7,605 11 3						
Ditto prize books supplied to colleges and schools	3,897 2 4	11,502	13	7	46,042	12	6
Official books received from the Civil Secretariat ...		...	...	...	1,583	12	0
Printing paper received from the Superintendent of Stationery		...	...	...	12,578	8	0
Debts		...	...	...	4,367	3	9
Profits of the Depôt on the year's transactions ...		...	...	...	8,342	7	4
TOTAL Rs. ..		...	...	...	2,13,944	4	5

		Rs.	A.	P.	Rs.	A.	P.
PAID INTO TREASURY.							
Sale proceeds of books paid into the Bank of Bengal, Lahore ...	46,467 9 3						
Amount received on account of postage of books sold, paid into Treasury ...	245 13 1						
Amount received on account of registration fee of copy-right of books under Act XXV of 1867, paid into Bank of Bengal Lahore ... 46 0 0; Ditto ditto Delhi ... 46 0 0	92 0 0						
Proceeds of the Educational Press ...	157 11 9	46,963	2	1			
ADJUSTED BY TRANSFER ENTRY.							
Sale of books ...	51 4 9						
Proceeds of the Educational Press ...	3,351 0 0	3,402	4	9	50,365	6	10
Advanced for books		...	...	...	2,156	10	8
Debts paid		...	...	...	2,326	14	11
MISCELLANEOUS.							
Estimated value of paper expended in printing the Urdú Gazette		2,100	0	0			
Cost of registration of books		1,200	0	0			
Approximate cost of translating the *Punjab Gazette* ...		2,100	0	0			
Value of books carried to Profit and Loss		4	14	0			
Books supplied on public service		31	0	0	5,435	14	0
By Balance—							
Cash		473	8	2			
Stock		1,14,766	4	7			
Outstandings		17,040	12	8			
Tools and Plant		21,378	12	7	1,53,659	6	0
TOTAL Rs. ...		...	...	...	2,13,944	4	5

English and Vernacular books brought on to stock.

380. The statement given below shows the value of English and Vernacular books brought on to stock and issued during the year :—

Books.	In stock at the close of 1880-81.	Brought on to stock during the year.	Total.	Issued during the year.	Balance at the close of the year.
English ...	76,139 3 6	29,620 3 6	1,05,759 7 0	24,786 10 10	80,972 12 2
Vernacular ...	35,476 3 0	52,739 10 2	88,215 13 2	54,422 4 9	33,793 8 5
Total ...	1,11,615 6 6	82,359 13 8	1,93,975 4 2	79,208 15 7	1,14,766 4 7

Books brought on to stock.

381. The sum of Rs. 82,359-13-8 under the head of books brought on to stock, is made up as follows :—

	Rs.	A.	P.
Value of books received from England through Messrs Baker & Co. ..	12,046	7	10
English books purchased in India ...	4,539	6	11
Official books received from the Secretariat ..	1,583	12	0
English books received back ...	111	4	0
English books purchased on credit ...	3,449	11	0
Vernacular books delivered by the Educational Press ...	28,941	8	0
Vernacular books purchased in India ...	6,520	3	6
Do. on credit ...	917	8	9
Do. received back ...	258	5	0
Enhancement made to the prices of English books, and discount allowed by publishers	7,889	9	9
Enhancement made to the prices of Vernacular books, and discount allowed by booksellers	16,102	0	11
Total Rs. ...	82,359	13	8

Books issued.

382. The following is the detail of books issued during the year :—

	Rs.	A	P
Sold to Deputy Commissioners	19,507	7	0
Supplied to college and school libraries	8,348	10	9
Do. Prizes	4,873	9	3
Do. Director's Office library	148	3	6
Do. Inspectors of Schools for libraries and prizes	2,429	0	9
Sold to the Head Masters of District and Normal schools	15,800	6	2
Do. Superintendents of Regimental schools	925	12	4
Cash and miscellaneous sales	26,999	5	7
Sold to the Superintendents of Jails	140	10	3
Carried to profit and loss account	4	14	0
Supplied on public service	31	0	0
Total Rs. ...	79,208	15	7

383. The translators have translated 1,566 pages of original matter during the year, of which one-tenth belonged to educational works, and have revised the translations of the Physics Primer and of the Introductory Primer, and of the new arithmetic Part I. They have also examined and corrected proofs of the Urdú maps of the World and of Africa, and of the Urdú Gazette comprising 1,648 pages, besides reporting on books received for patronage.

Work done by translators.

LAWRENCE ASYLUMS.

384. A brief notice of the boys' and girls' schools in connection with the Lawrence Memorial Asylum at Murree will be found under the head of "European and Eurasian schools," and, in accordance with the orders of Government, an account of the Lawrence Military Asylum at Sanáwar, and a further notice of the Murree Asylum, has been inserted in the appendix.

CONCLUSION.

385. A list is appended of the Civil Officers whose exertions in the cause of education have been brought to notice by the Inspectors ; and of native gentlemen whose services are reported to be worthy of special notice.

List of Civil Officers who have shown special interest in the cause of education during 1881-82.

No.	Name.	Rank and Designation.	District.
1	T. Roberts, Esquire ...	Deputy Commissioner ...	Gurgáon.
2	A. H. Benton, Esquire ...	Ditto ...	Karnál.
3	R. W. Trafford, Esquire ...	Ditto ...	Sirsa.
4	Mr. Kennedy ...	Assistant Commissioner ...	Sirsa.
5	T. W. H. Tolbort, Esquire ...	Deputy Commissioner ...	Umballa.
6	G. E. Wakefield, Esquire ...	Ditto ...	Ludhiána.
7	Colonel W. G. Davies, C. S. I. ...	Commissioner and Supdt. ...	Jullundur Division.
8	W. Coldstream, Esquire ...	Deputy Commissioner ...	Hoshiárpur.
9	Colonel C. V Jenkins ...	Ditto ...	Kángra.
10	C. R. Hawkins, Esquire ...	Ditto ...	Amritsar.
11	Lieut-Colonel E. P Gurdon ...	Ditto ...	Gurdáspur.
12	„ C. Beadon ...	Ditto ...	Lahore.
13	J. W. Gardiner, Esquire ...	Ditto ...	Gujránwála.
14	F. W R. Fryer, Esquire ...	Ditto ...	D. G. Khán.
15	L W. King, Esquire ...	Assistant Commissioner ...	D. G Khán (*Rájanpur*).
16	R. E Younghusband, Esquire	Ditto ...	D G Khán.
17	E O'Brien, Esquire ...	Deputy Commissioner ...	Mooltán.

List of Native Gentlemen who have exerted themselves in the cause of education during 1881-82.

No.	Name.	Rank and Designation.	District.	Tahsil or Village.
		Umballa Circle.		
1	Lálá Jíyá Lál ...	Tahsíldár ...	Delhi ...	Sunpat.
2	„ Sheoparshád ...	Ditto ...	Karnál ...	Karnál.
3	Sahibdád Khán ...	Náib-Tahsíldár ...	Ditto ...	Ditto.
4	Rái Bahádar Sálig Rám	Extra Assistant Commr	Rohtak ...	Jhajjar.
5	Lálá Debi Sahái ...	Tahsíldár	Ditto ...	Ditto.
6	Thákur Indar Singh ...	Raís ...	Ditto ...	Kutárni.
7	Mahmúd Khán ...	Honorary Magistrate...	Ditto ...	Jhajjar.
8	Munshí Shimbhu Náth	Tahsíldár ...	Sirsa ...	Sirsa.
9	Bábú Har Bakhsh Singh	Member, Municipal Committee.	Umballa ...	Rúpar.
10	Lálá Sadhauria Mal ...	Ditto Ditto ...	Ditto ...	Ditto.
11	„ Achhrú Mal ...	Ditto Ditto ...	Ditto ...	Ditto.
12	Chaudhrí Naráin Singh	Ditto Ditto ...	Ditto ...	Kurálí.
13	Jagat Singh ...	Lambardár ...	Ludhiána ...	Gujarwál.
14	Sardár Gandá Singh ...	Raís ...	Ditto ...	Dhiro Marra.
15	Sardár Lál Singh ...	Do. ...	Ditto ...	Bhari.
16	Lálá Ganashí Lál ...	Do. ...	Ditto ...	Basyán.
17	Sultán Mirza ...	Secretary, Anglo-Arabic School Committee.	Delhi ...	Delhi.
18	Lálá Rám Kishan Dás...	Managers, Anglo-Sanskrit School	Delhi ...	Delhi.
19	„ Kunwar Gopál Singh			
20	„ Makhan Lál ...			
		Lahore Circle.		
21	Sardár Ajít Singh ...	Jágirdár ...	Jullundur ...	Alíwálpur.
22	Imám-úd-dín ...	Lambardár ...	Ditto ...	Sargondi.
23	Lálá Makhan Chand ...	Sáhukár ...	Ditto ...	Núrmahal.
24	„ Hírá Mal ...	Ditto ...	Ditto ...	Mukandpúr.

No.	Name.	Rank and Designation.	District.	Tahsil or Village.
25	Lálá Rám Lál ...	Raís ...	Hoshiárpur...	Hariána.
26	„ Thákar Dás ...	Ditto ...	Ditto ...	Bijwárá.
27	Sardár Búr Singh ...	Jágirdár ...	Ditto ...	Mukerián.
28	Lálá Milkhí Rám ...	Sáhukár ...	Ditto ...	Tándá.
29	Chart Rám ...	Ditto ..	Ditto ...	Ditto.
30	Jaswant Singh ...	Vaccination Dept. ...	Ditto ...	Mahalpur.
31	Sodhí Harnám Singh ...	Raís ...	Ditto ...	Anandpur.
32	Khán Ahmad Shah ...	Extra Assistant Commr.	Ditto ...	Hoshiárpur.
33	Lálá Gopál Dás ...	Tahsíldár ...	Ditto ...	Unah.
34	„ Harbans Lál ...	Ditto ...	Ditto ...	Dasuhá.
35	Munshí Jai Gopál ...	Ditto ...	Gurdáspur ...	Pathánkot.
36	Lálá Sanjhí Mal ...	Ditto ...	Ditto ...	Gurdáspur.
37	Sardár Harí Singh ...	Raís ...	Ditto ...	Talwandi, Sardár Lál Singh.
38	Kálu Rám ...	Do. ...	Ditto ...	Dínánagar.
39	Mahant Barmanand ...	Do. ...	Ditto ...	Kot Nainá.
40	Saiyid Muhammad Sháh	Do. ...	Ditto ...	Ditto.
41	Sardár Jamiyat Singh...	Do. ...	Ditto ...	Malláh.
42	Diwán Harnám Singh...	Member, Municipal Committee.	Siálkot ...	Pasrur.
43	Gandá Sháh ...	Ditto Ditto ...	Ditto ...	Ditto.
44	Muhammad Khán ...	Zaildár ...	Ditto ...	Ditto.
45	Rái Pohlu Mal ...	Extra Assistant Commr.	Ditto ...	Siálkot.
46	Báwá Dulá Singh ,.	Raís ...	Ditto ...	Ságarpur.
47	Sardár Gurbakhsh Singh	Alá Lambardár ...	Lahore ...	Badháná.
48	„ Atmá Singh ...	Lambardár ...	Ditto ...	Ditto.
49	Pandit Rája Rám ...	Member, School Committee.	Ditto ...	Sharákpur.
50	Hakím Sher 'Alí ...	Ditto ...	Ditto ...	Ditto.
51	Munshí Tulsí Rám ...	Tahsíldár ...	Ditto ...	Ditto.

No.	Name.	Rank and Designation.	District.	Tahsil or Village.
52	Maulaví Muhd. Ashraf...	Tahsíldár ...	Lahore ...	Chunián.
53	Munshí Jagan Náth ...	Ditto ...	Ditto ...	Kasúr.
54	Sodhí Rajindar Singh...	Honorary Magistrate...	Ferozepore ...	Bagápurána.
55	„ Mán Singh ...	Assistant Commissioner	Ditto ...	Buttar.
56	Sardár Indar Singh ...	Honorary Magistrate...	Ferozepore ...	Sultán Khánwálá.
57	Makhan Singh ...	Raís ...	Ditto ...	Kokri.
58	Bhái Gurmukh Singh ...	Bhái ...	Ditto ...	Do.
59	Khazán Singh ...	Lambardár ...	Ditto ...	Moga.
60	Munshí Ghanní Khán ...	Tahsíldár ...	Ditto ...	Do.
61	„ Rajab 'Alí ...	Náib-Tahsíldár ...	Ditto ...	Do.
62	Lálá Amolak Rám ...	Munsiff ...	Ditto ...	Do.
63	Bábú Fateh Singh ...	Tahsíldár ...	Ditto ...	Zíra.
64	Maulaví Ghúlam Qádir	Náib-Tahsíldár ...	Ditto ...	Do.
		Rawalpindi Circle.		
65	Hírá Singh ...	Raís ...	Ráwalpindí ...	Dhora Badhal.
66	Lálá Rám Javáyá ...	Sáhukár ...	Ditto ...	Sayad.
67	Sardár Khán ...	Lambardár ...	Ditto ...	Naráli.
68	Bág 'Alí ...	Ditto ...	Ditto ...	Qázi.
69	Bishn Dás ...	Raís ...	Ditto ...	Saidpur.
70	Sardár 'Ajab Singh ...	Tahsíldár ...	Ditto ...	Gujar Khán.
71	Munshí Rám Dás ...	Ditto ...	Ditto ...	Kahúta.
72	Zamán Mehdi Khán ...	Raís ...	Jhelum ...	Darápur.
73	'Umar Daráz Khán ...	Lambardár ...	Ditto ...	Jandot.
74	Núr Dád ...	Ditto ...	Ditto ...	Kálá.
75	Sher Báz Khán ...	Ditto ...	Ditto ...	Bishn Dor.
76	Muhd. Hassan Khán ...	Ditto ...	Ditto ...	Lahri.
77	Sardár Kartár Singh ...	Raís ...	Ditto ...	Wahali.
78	Pír Muhammad Sháh ...	Do. ...	Ditto ...	Dhrugi.

No.	Name.	Rank and Designation.	District.	Tahsil or Village.
79	Ahmad Sháh ...	Raís ...	Jhelum ...	Chaháń.
80	Hem Ráj ...	Sáhukár ...	Ditto ...	Hasola.
81	Sháhwalí ...	Lambardár ...	Ditto ...	Do.
82	Shaikh 'Alí Bakhsh ...	Tahsíldár ...	Gujrát ...	Khárián.
83	Mirza Ahmad Beg ...	Ditto ...	Sháhpur ...	Khusháb.
84	Mansabdár Khán ...	Ditto ...	Ditto ...	Bhera.
85	Shahádat Khán ...	Lambardár ...	Ditto ...	Magowál.
86	Miáń Muhammad ...	Ditto ...	Ditto ...	Sahiwál.
87	Aláyár ...	Ditto ...	Ditto ...	Faruka.
88	Mubárak Khán ...	Ditto ...	Ditto ...	Sahiwál.
89	Rúp Chand ...	Panch ...	Ditto ...	Midh.
90	Bhái Rám Dás ...	Lambardár ...	Ditto ...	Chak Rám Dás.
91	Jívá Khán ...	Ditto ...	Ditto ...	Khusháb.
92	Samand Khán ...	Ditto ...	Ditto ...	Rajar.
93	Mír Akbar Sháh ...	Tahsíldár ...	Pesháwar ...	Hashtnagar.
94	Mirza Amir-úd-dín ...	Náib-Tahsíldár ...	Ditto ...	Ditto.
95	Khán Bábá Khán ...	Tahsíldár ...	Ditto ...	Utman Bulak.
96	Arbáb Ghulám Rasúl ...	Naíb-Tahsíldár ...	Ditto ...	Ditto.
97	Muhammad Ibráhím Khán ...	Khán ...	Ditto ...	Zaida.
98	Sharífulá Khán ...	Do. ...	Ditto ...	Charukain.
99	Malik Sháh Nawáz Khán	Malik ...	Ditto ...	Masma.
100	Nakíbula Khán ...	Do. ...	Ditto ..	Sarikh.
101	Muhammad Azim Khán	Tahsíldár ...	Hazára ...	Harípur.
102	Lálá Hákim Chand ...	Ditto ...	Ditto ...	Abbott-ábád.
103	Pír Nádar Sháh ...	Pensioner ...	Ditto ...	Málmulá.
104	Pír Fazl Sháh ...	Raís ...	Ditto ...	Palási.
105	Muhammad Khán ...	Lambardár ...	Ditto ...	Sarnúrkhand.

No.	Name.	Rank and Designation.	District.	Tahsil or Village.
		Mooltan Circle.		
106	Pandit Naráin Dás ...	Tahsíldár ...	Muzaffargarh	'Alípur.
107	Mirza Murád 'Alí ...	Ditto ...	Ditto ...	Sanáwan.
108	Rája Aurang Zeb ...	Náib-Tahsíldár ...	Ditto ...	'Alípur.
109	Sardár Jewan Singh ...	Náib-Tahsíldár ...	Muzaffargarh	Sanáwan.
110	Diwán Kálú Rám ...	Member, Committee ...	Ditto ...	Sitpur.
111	Nazar Sháh ...	Lambardár ...	Ditto ...	Ahsanpur.
112	Ahmad Yár ...	Zaildár ...	Ditto ...	Daira Div. Panch.
113	Ahmad Yár ...	Ditto ..	Ditto ...	Damnárwála.
114	Sevá Rám ...	Lambardár ...	Ditto ...	Dhaka.
115	Ghulám Nabi ...	Zaildár ...	Ditto ...	Manna.
116	Mahr Jalál-úd-dín ...	Ditto ...	Ditto ...	Amírpur, Kanaka.
117	Lál Khán ...	Ditto ...	Ditto ...	Gujrát.
118	Devi Ditta ...	Tahsíldár ...	Montgomery	Dipálpur.
119	Gilu Rám ...	Member, Committee ...	Ditto ...	Kamaliá.
120	Bahádar Chand ...	Ditto ...	Ditto ...	Gugaira.
121	Rái Sajjan ..	Ditto ...	Ditto ...	Saiyidwálá.
122	Shera ...	Zaildár ...	Ditto ...	Lundiánwálá.
123	Hussain Bakhsh ...	Ditto ...	Ditto ...	Satgara.
124	Fázil Sháh ...	Ditto ...	Ditto ...	Pindí Sáikh Musa.
125	Jindu Rám ...	Ditto ...	Ditto ...	Chichháwatní.
126	Muhd. Latíf Khán ...	Ex. Assistant Commr.	Jhang ...	Jhang.
127	Sardár 'Alamgír ...	Ditto ...	Ditto ...	Ditto.
128	Chirágh-úd-dín ...	Tahsíldár ...	Ditto ...	Shorkot.
129	Mirza Murád 'Alí ...	Ditto ...	Ditto ...	Jhang.
130	Saiyad Ahmad Sháh ...	Ditto ...	Ditto ...	Ditto.
131	Bahádar Sháh ...	Zaildár ...	Ditto ...	Rajon.
132	Haidar Sháh ...	Ditto ...	Ditto ...	Ditto.

No.	Name.	Rank and Designation.	District.	Tahsil or Village.
133	Pír Kamál ...	Zaildár ...	Jhang ...	Kot Isá Sháh.
134	Haidar Khán ...	Ditto ...	Ditto ...	Kot Shakir.
135	Nusrat ...	Ditto ...	Ditto ...	Ahmadpur.
136	Darbara Singh ...	Lambardár ...	Ditto ...	Beg Siyál.
137	Makhdum Jalál ...	Zaildár ...	Ditto ...	Hassa Babl.
138	Pandit Suraj Kaul ...	Extra Assistant Commi	Bannu ...	Miánwalí.
139	Nawáb Imám Bakhsh Khán ...	Tumandár ...	D. G Khan...	Rojhán.
140	Munshí Punu Lál ...	Tahsíldár ...	Ditto ...	Sanghar.
141	Pandit Nand Lál ...	Ditto ...	Ditto ...	Jámpur.
142	Malik Khushí Rám ...	Náib-Tahsíldár ...	Ditto ...	D. G. Khán.
143	Núr Muhammad Khán	Zaildár ...	Ditto ...	Hairo.
144	Imám Bakhsh Khán ...	Ditto ...	Ditto ...	Sokar.
145	Sábu Khán ...	Ditto ...	Ditto ...	Fazilpur.
146	Takht Rám ...	Lambardár ...	Ditto ...	Naushera.
147	Makhdum Yár Muhd. Khán ...	Makhdum ...	Ditto ...	Dera Sháh.

W. R. M. HOLROYD, Lieut.-Colonel,
Director of Public Instruction, Punjab.

APPENDICES.

APPENDIX A.

Extracts from the Report of the Principal, School of Art, Lahore, for 1881-82.

The number of students on the books was 43, and the average daily attendance was 34.

These figures show a falling-off in the number of students, attributable in part to the sickness that has prevailed, and in part to the interruption in our regular school work caused by the Punjab Exhibition.

The former cause was a heavy drawback; and, besides scanty and irregular attendance, we lost one of our best and most painstaking wood-engravers from choleras.

The Exhibition, however, though a hindrance to one branch of the school work, *viz*, systematic class instruction, was useful as showing more completely and clearly than it would be possible to express in words what we have been trying to do, and how far we have succeeded in doing it. Progress in craftmanship or art is not easily reduceable to figures or to concise statement. I find, indeed, as Principal of the school, so much difficulty in giving my impressions of the results obtained, or a just estimate of the influence it is exercising, that I am glad to be able to quote the opinions of impartial critics on our work. With reference to the furniture, wood-carving, &c, shown at the Exhibition by the school, Mr. Baden-Powell wrote:—

"Although the jury are well aware that a great deal of this work is original, that is to say, that the works are in no sense mere executions in wood of designs which, both as regards ornament and construction, are furnished to them. According to the excellent method pursued in the school, the pupils are led by illustration and suggestion to devise for themselves the full design, and to work out the plan of structure and decoration. But still the pupils represent a taught class of men with advantages of modern appliances, books of reference, and models, as well as continuous supervision and guidance, which places them on a footing altogether different from that on which the ordinary town or village carpenters, whose work has been considered in the previous part of this report, stand.

"The work sent by them is in all respects, as regards application of new methods of ornamenting (in national and oriental styles, however), and as regards soundness of construction and excellency of workmanship, superior to anything in the Exhibition."

In the class of design the comments on the school work were no less favorable, and, in so far as concerns the technical side of our efforts, the verdict, both of the juries and public, was satisfactory.

Mr. Baden-Powell's remarks explain, in some degree, the methods pursued with reference to the teaching of advanced design in which a number of students have made considerable progress. The influence of this work has undoubtedly been felt outside the school, and the Exhibition, besides showing a distinct and decided method of working in oriental styles of art, was of use to the large number of craftsmen who came up and were carefully directed to our attempts to produce new and carefully considered designs on old and familiar lines.

But while there are many reasons in favor of teaching by actual production, it must be admitted there are some drawbacks. And it is probable that a more theoretical and scholastic course, though it might be of less intrinsic benefit, would be more popular.

One of the drawbacks of an atelier is that, in order to meet demands for work, skilful students are kept on the establishment. It is but slowly that opportunities for their employment are offered outside. The demand for artistic work by the general public might with a little enterprise be nursed into a lucrative business, but it is precisely enterprise which the young men most lack, and the great Government Departments give nothing of this kind to independent outsiders, each keeping a more or less efficient staff.

Only three advanced students have this year left the school. In accordance with the suggestion made by Sir Robert Egerton in his views of the last Educational Report, certificates were given to these youths, stating their acquirements. One goes to a situation as mistrí or foreman, where his knowledge of drawing will be of great use; another joins his father in business as an engraver and metal-worker; and the third sets up as a *naqqásh*, or ornamental pattern draughtsman. A skilful ornamental designer and colorist who has been entirely trained in the school declined an outside appointment on a good salary, because he thought he would learn more in the school, and, by working in his leisure time, he could make enough money to live comfortably.

That a more theoretical course would be more popular is accounted for in part by the strong aversion from manual work entertained by the classes who seek school instruction. One result also of the educational system seems to be a blind faith, amounting almost to a superstitious belief, in the advantage of going through a course of study during which the student is in a comparatively passive and receptive frame. Words may be taught in this way, but not the practice of any of the Arts.

Another misconception of the objects of the school has a more rational basis. The demands for reproductions of drawings in Railway and Government offices seems to be so large that a respectable living is to be earned by the practice of what is called "drawing," which here means the power of tracing lines with mathematical instruments and printing letters neatly. These are obviously mechanical operations with which drawing or design in their true sense has but small concern. I doubt if there is a single native draughtsman in any of the public offices in the Province who could make an even tolerably correct prospective sketch of the elevations he copies, and there are many to whom it never occurs to think how the details they are employed upon will work out in construction.

A number of youths have come to the school wishing to practise this kind of drawing with a view to qualifying for employment. With scarcely an exception they were absolutely ignorant of any craft or trade, had never seen a brick laid or a beam squared, and yet hoped to be paid to be taught architectural drawing.

Many young workmen, on the other hand, are flattered by the prospect of wearing the *sufed poshí*, and are only too ready to neglect real work in favor of copying engineering drawings which they seldom take the trouble to understand.

I think, however, it is possible to turn this predilection to some account, and in the new building we shall have room and time for organizing a class of real architectural drawing which shall include the practice that is most instructive to those who have not

approached the art of building through the workshop, *viz*, measuring and sketching from existing work. This has been done in an occasional way, but since it is clear that it is a kind of work in demand, it may well be more systematically taken in hand.

Among the works of the year the following may be mentioned :—

In design—a large folding-screen with female figures painted in oil nearly life-size. A facsimile reproduction of a large piece of wall decoration from Wazír Khán's mosque for the South Kensington Museum. Colored drawings of the Chauburjí and the entrance of Wazír Khán's mosque were also made for Mr. Brandreth and Mr. Purdon Clarke. A design was prepared for a Mission church at Pesháwar at the instance of the Reverend S. P. Hughes, being an attempt to use Mughal forms for a Christian purpose. The plan suggested by Mr. Hughes was purely European in character, and the funds available did not warrant any architectural pretence. A modification of our sketch will, I believe, be carried out. For the new Mission church at Anárkalí we made a device for an ornamental screen-wall, comprising foliated capitals which were modelled in plaster and presented to the church. Three of the students are now competing for a prize offered for a design for a new Reading Room at Dera Gházi Khan. For M. Agard of the *Bon marche*, Paris, we made a drawing for a carpet which is now being made at the Central Jail. We also made carpet-drawings for Messrs. Devi Saháe and Chamba Mal. Copies were made for the school of the fine Persian carpets lent by the Jeypore Darbár. For the Exhibition certificates, &c., designs were made which gained for us commissions to devise similar ones for the Bulandshahr agricultural show at the instance of Mr. Growse, C.S, and to design headings for the Trade circulars and Indian Art catalogues of Messrs. Watson and Procter, of Bombay and Oxford Street, London. For the Lahore Municipality we emblazoned in gold and color addresses of congratulation to the Queen-Empress on parchment, which were warmly approved by the Municipal Committee. For the *Civil and Military Gazette* we have done some maps and plans.

In modelling, besides the work already mentioned, we supplied the new Muir college at Alláhábád with plaster models of capitals to be carved in stone. Experiments were made in moulded paper with a view to producing enriched and embossed surfaces in a material impervious to the nitrous efflorescence on Punjab walls, and also for the decoration of wood surfaces. The articles made in this material were purchased by Mr. Purdon Clarke for the South Kensington Museum, and the experiments demonstrated that cheap and durable moulded panels could be produced. The material is similar, I imagine, to the papyrotile and other advertised applications of fictile paper in England.

The wood-work done in the school has more of the character of essays in design than mere workshop production. Of this kind was a sideboard in which the open-work geometric tracers of the Punjab way used, combined with Arabic patterns of a similar style in relief. Another sideboard combines perforated brass work with this sort of tracery. A hanging etagere with gilded arabesque ornament, and a large overmantel in teak and deodar with Arabic ornaments, were also notable.

In addition to the above there were a number of small works.

I am glad to be able to say that the school continues to be recognized as a sort of authority by workmen in the bazaar, who frequently refer to us for advice and assistance.

With reference to the work executed for the South Kensington Museum, Mr. Purdon Clarke has undertaken to arrange that the school shall be provided with a sum of money annually to be spent on reproductions for that institution. This will afford valuable practice, as only the best specimens can be used for this purpose. The cordial appreciation of the school work shown by Mr. Purdon Clarke, and the commissions we have received for the South Kensington Museum, are most satisfactory and encouraging testimony to the progress of the school.

The ladies (amateur) class was discontinued during last cold season on account of the Exhibition. In the new school building we shall have advantages for this which we did not formerly possess.

APPENDIX B.

No. 63.

Extract from the Proceedings of the Government of India, in the Home Department (Education), under date Fort William, the 11th February 1871.

Read again Financial Department Resolution No. 3334, dated the 14th December last.

REMARKS.

As stated in paragraph 26 of the Resolution above quoted, the policy of the Government in matters connected with the education has been laid down in Despatches from the Secretary of State; and the conditions on which grants-in-aid should be allowed to private institutions are prescribed in the rules sanctioned by the Government of India. These rules are not, however, quite clear as regards the aid to be afforded by the State towards the provision of the means of elementary education for the masses of the people.

2. The Governor-General in Council, therefore, considers it desirable to explain on what principle it will be permissible to assign, from the sums allotted for educational purposes, grants-in-aid to schools for Primary education, and it will rest with the Local Governments, under the new system of Financial control, to determine in what localities and to what extent such grants shall from time to time be made.

3. It has been repeatedly declared by the Secretary of State that it is a primary duty to assign funds for the education of those who are least able to help themselves, and that the education of the masses therefore has the greatest claim on the State funds. The Government of India desires to maintain this view, but the grant-in-aid rules have in practice been found so unsuitable to Primary schools that, except in special cases, such grants-in-aid are seldom sanctioned from the general revenues. It has, moreover, been repeatedly affirmed that we must look to local exertion and to local cesses to supply the funds required for the maintenance of Primary schools.

4. These standing orders may seem inconsistent, but they really are not so. The fact is that Primary education must be supported both by Imperial Funds and by local rates. It is not by any means the policy of the Government of India to deny to Primary schools assistance from Imperial Revenues; but, on the other hand, no sum that could be spared from those revenues would suffice for the work, and local rates must be raised to effect any sensible impression on the masses. This does not lessen the obligation of Government to contribute as liberally as other demands allow, to supplement the sums raised by local effort. The true policy will be to distribute the Imperial Funds, so far as such funds are available, in proportion to the amount raised by the people from each district.

5. The amount at present allotted for Primary education under the several Local Administrations is small, and it is not expected that the Local Governments will in any case diminish it On the other hand, they will have full liberty to increase the allotment, either from retrenchments in other Services, or from savings in other branches of education; and it is permissible to assign, from the provincial grant, funds in aid of schools mainly supported by contributions from local cesses or municipal rates. A rule, however, should be laid down

that the State contribution is not to exceed one-half of the aggregate contributions from all other sources, or one-third of the total expenditure on education in the school concerned.

6. There will be no objection to special exception being made in the case of poor and backward districts where the population is large, and the rate, owing to the poverty of the people, is insufficient to give the required quota. In such districts, in the interests of civilization and peace, some special efforts have to be made for the extension of Primary education without reference to local contributions.

7. It will also be within the discretion of the Local Governments to assign, from the funds for Provincial Services, building grants for school-houses in aid of contributions from the proceeds of local rates; but with the same limitation as to the proportion of the Government grant, and subject to any further rules that may be in force in the Public Works Department.

APPENDIX C.

Copy of No. 593, dated Simla, the 25th October 1869, from Secretary to the Government of India, to the Secretary to the Government of the Punjab.

HOME DEPARTMENT.

Education.

I am directed to acknowledge the receipt of your letter No. 372, dated the 14th ultimo, furnishing the information called for regarding the number of schools enjoying grants-in-aid under Rule XIV of the Punjab Grant-in-aid Rules, together with the Hon'ble the Lieutenant Governor's opinion on the proposal to modify the rule in question; and, in reply, to state as follows.

2. The statement enclosed in your letter shows that Rs. 5,398 have been granted under this rule in 1869-70, and the Lieutenant-Governor deprecates any alteration of the rule, which he considers in accordance with the Despatch of 1854, and the withdrawal of which he would greatly regret.

3. His Honor does not refer to any specific paragraph of the Despatch of 1854; but it is well known that this Despatch introduced for the first time the grant-in-aid system into India tentatively, and certainly cannot be quoted as an authority for its application to any particular class of schools. On the contrary, when the results of the tentative introduction of this system were reviewed in the Despatch of 1859, the Home Government distinctly stated (paragraph 50) that "the grant-in-aid system is *unsuited* to the supply of Vernacular education to the masses of the population," and that the necessary funds should be obtained by "educational rates" (paragraph 51) "from which the cost of all such schools throughout the country should be defrayed."

4. The subsequent instructions of the Home Government have been always to the same purport, having regard to the impossibility of the State bearing the whole expense of educating the masses of the population of India.

5. Upon this ground, as above shown, the Government of India has most steadily refused the concession of grants-in-aid to the Primary Vernacular schools in Bengal, and for the same reason the Governor-General in Council thinks it desirable to cancel Rule XIV of the Punjab Grant-in-aid Rules.

6. The Government of India is aware how very different is the condition of the Punjab from that of Bengal in the matter of education, but the whole of the Punjab is not in the same exceptional state; and, therefore, while willing to admit that some difference should be made in this respect between the Punjab and Bengal, the Governor-General in Council thinks it right that the general principle should be asserted in the Punjab Grant-in-aid Rules with a provision for relaxation in special cases. His Excellency in Council would amend Rule XIV thus:—

> "Grants-in-aid from Imperial Funds are not admissible to purely Vernacular Primary schools, but special grants may be made for limited periods when the circumstances are so exceptional as to justify a departure from rule. The sum

of such special grants to any one purely Vernacular school shall not exceed, during the official year, one-half the average annual cost of a Government Vernacular school of a similar size and standard."

7. Of the schools mentioned in the statement, Nos. 3 and 10 should be entered under girls' schools, and may stand. No. 5, being an institution of a special nature, might be allowed for two years more.

8. The schools referred to in paragraph 3 of Major Holroyd's letter seem proper objects for the cess, and not for Imperial Funds. If the description given of the Peshâwar school in paragraph 2 be correct, the grant on its account ought to be transferred to the proper head and then continued. Any further explanation which the Director of Public Instruction may furnish regarding this school may be submitted to the Government of India.

9. The whole of the schools mentioned in the 4th paragraph of Major Holroyd's letter seem properly objects for help from the cess ; and, with reference to the remarks in paragraph 8, I am to observe that the diversion of the cess proceeds from the legitimate object with which the cess is levied, is not justified by the refusal of the non-agriculturists to contribute. The legitimate object of the cess is to provide Primary education for the agricultural classes who contribute it ; and the disclosure made by the Director of Public Instruction in his 7th paragraph, that " the so-called village schools are in many cases located in towns where the majority of inhabitants are not agriculturists," indicates a grave abuse. A partial remedy may be found in increasing the fees paid by the children of non-agriculturists attending schools partly supported by payments from the cess, and I am to request that orders may be issued to this effect in such manner as His Honor may consider desirable.

10. The schools mentioned in the 5th paragraph of Major Holroyd's letter are likely to become merely schools for the gratuitous instructions of all classes, and a grant of half the amount hitherto sanctioned might stand for next year and then cease.

11. In other cases not noticed above the grants might cease from the 31st March next, unless more substantial reason can be shown for their continuance.

APPENDIX D.

LAWRENCE MILITARY ASYLUM AT SANAWAR.

This institution owes its existence to the enlightened philanthropy of the late Sir Henry Lawrence, K.C.B., and the object of the institution is clearly set forth in Rule I of the Asylum, which is to the following effect :—

"The object of the institution is to provide, for the orphan and other children of soldiers serving or having served in India, an asylum from the debilitating effects of a tropical climate, and the demoralising influence of barrack life, wherein they may obtain the benefits of a bracing climate, a healthy moral atmosphere, and a plain, useful, and above all religious, education, adapted to fit them for employment suited to their position in life, and, with the Divine blessing, to make them consistent Christians, and intelligent and useful members of society."

The asylum was supported from private sources, including the interest of an endowment, and subscriptions, aided by a Government contribution until 1858, when it was taken over by Government under sanction conveyed in a Despatch of the Court of Directors No. 44 of 23rd March 1858. Since then the asylum has been a Government institution under the control of the Government of the Punjab in the Military Department.

The asylum contained at the close of the last official year 419 children, of whom 239 were boys and 180 girls. 34 boys left the school during the year; of these, 8 obtained situations, 4 enlisted, 15 left owing to regiments quitting India, 6 were removed by friends, and 1 died.

Thirty-one girls left the asylum, of whom 7 entered service, 2 were married, 15 left owing to regiments quitting India, 6 were removed by friends, and 1 died.

At the close of March 1882 there were 215 boys, who were thus distributed :—

High school	...	...	...	11
Middle „	...	...	...	39
Primary school { Upper division	...	...	...	42
Primary school { Lower „	...	...	...	123
		Total	...	215

There were 211 girls, classified as noted below :—

Middle school	...	...	...	19
Primary school { Upper division	...	...	...	47
Primary school { Lower „	...	...	...	145
		Total	...	211

Nine boys appeared at the Middle school examination, of whom 6 passed. Thirty-one out of thirty-two candidates passed the Upper Primary school examination, and 26 out of 29 the Lower Primary school examination. These results are very satisfactory. For the Upper Primary school examination 21 girls appeared, of whom 14 were successful; and for the Lower Primary school examination 19, of whom 11 were successful.

It is not intended to give instruction in the girls' school, as a general rule, to a higher standard than that of the Upper Primary school examination. The 19 girls in the Middle school are those who have passed the Upper Primary school examination, and are employed to assist in teaching, receiving some further instruction in English, arithmetic, history and geography.

The Inspector's report as regards the boys' school was decidedly favorable, and the results of Departmental examinations were very satisfactory; but he notices some defects in one or two classes of the girls' school.

Besides a plain and useful education, the children received also some industrial training.

The boys are all regularly drilled under competent non-commissioned officers, and some of them learn printing, but the telegraphy class is in abeyance at present. 84 boys were receiving instruction in instrumental music at the close of the year, as noted below:—

Brass band	...	...	...	...	40
Buglers	...	...	...	...	12
Drummers	...	...	...	...	10
Fifers	...	...	...	...	12
Young hands	...	...	...	...	10
			Total	...	84

The elder girls make their own clothes, look after the younger children, attend the sick, receive lessons in practical cookery, and qualify themselves for domestic service, or for situations as nursery governesses.

Some instruction also is given in straw-plaiting.

The return which is printed with the report was supplied by the institution for the first time, and does not give information as to the division of the expenditure between the Primary and Secondary schools, and the cost of educating each pupil. The information will be supplied in future.

APPENDIX E.

LAWRENCE MEMORIAL ASYLUM AT MURREE.

The aims and objects of the Murree Asylum are identical with those of the sister institution at Sanáwar.

The asylum enjoys a monthly grant-in-aid of Rs 1,650 from Provincial Services, to which the greater portion of the expenditure on tuition is debited, the expenses on account of diet, board and lodging being defrayed from other sources.

The asylum contains a High, a Middle and a Primary school for boys, and a Primary school for girls. The total number of boys at the close of the year was 87, and of girls 75.

The High and Middle Schools.

At the close of 1881-82 there were 3 students on the rolls of the High school and 9 on those of the Middle school, or altogether 12 receiving Secondary education, against 17 in the previous year. The average attendance, however, was 15, which is the same as in 1880-81. The average cost of educating each student, which was entirely charged to the Provincial Revenues, was Rs. 218-11-0.

At the Middle school examination for Europeans, which was held in September 1881, there were 4 candidates, all of whom passed—a result which is highly satisfactory, and which reflects credit on the staff of the school.

The High school was organized last year only; and it is hoped that it will send up candidates for the Entrance examination at the expiration of the term.

Primary School.

The number on the rolls at the end of the year was 75 with an average attendance of 77, against 73 with an average of 74 in the previous year. Of the total number, 24 were in the Upper division and 51 in the Lower.

The average cost of educating each boy was Rs. 109-6-0, which was wholly paid by Government.

The result of the Primary school examinations is gratifying, 7 out of 10 being successful in the Upper, and 13 out of 14 in the Lower, Primary school examination.

Primary School for Girls.

At the close of the year under report the school contained 75 girls, of whom 18 were in the Upper division and 57 in the Lower. Amongst the former apparently are included some girls who have completed the Upper Primary school course, but still attend the asylum. The average cost of educating each child was Rs. 65-12-0, and the cost to Government Rs. 32-14-0.

The result of the Primary school examinations of the girls' school also is favorable. Though the number of candidates who appeared in the examination was small, the fact that all who went up were successful speaks much in favor of the school; 3 girls passed the Upper and 12 the Lower Primary school examination.

On the whole, the results of the Inspector's examination were very satisfactory, and he remarked that " the general condition of the asylum is highly satisfactory, not only as regards progress in learning, but in every department. In health, happiness, conduct and discipline, as high a standard is maintained as can reasonably be expected, and perhaps few boys and girls of the same class enjoy equal advantages of education. . . . . For this the Lawrence Asylum is chiefly indebted to the Revd. G. C. Peake, who has been Principal for the last eight years, and to several members of his family, whether on the staff of the school or without the responsibility of office."

All the girls except those of the infant department are engaged during half the day in sewing, cooking and household work; and the extent to which they are employed on these duties affords a useful training to the girls themselves, and contributes to the economical working of the institution.

STATEMENTS.

Return of Colleges, Schools and Scholars for the official year 1881-82.

Area and Population of the Province.					COLLEGES, SCHOOLS AND SCHOLARS.	University Education.	Secondary Education.		Primary Education.	Special or Technical Education.					Average number of square miles of cultivated area to each School.			Percentage of Schools and Scholars to population.		
Number of Districts.	Number of Divisions.	Total Area.	Cultivated Area.	Total Population.		Colleges.	High Schools.	Middle Schools.	Primary Schools.	Training College.	Schools of Art.	Medical Schools.	Normal Schools.	Industrial Schools.	High Schools.	Middle Schools.	Primary Schools.	High Schools	Middle Schools.	Primary Schools.
1	2	3	4	5	6	7	8	9	10	11*a*	11*b*	11*c*	11*d*	11*e*	12	13	14	15	16	17
32	10	107,010 square miles.	36,656 square miles.	18,842,264	*Institutions* For Males ..	1	24	203	1,526	1	1	1	4	3	1,527	180	24	0001	0011	0081
					Institutions For Females ..	...	1	2	317	...	...	...	4	1	36,656	18,328	115	...	...	·0017
					Total ...	1	25	205	1,843	1	1	1	8	4	1,466	178	20	·0001	·0011	·0098
					Scholars Males ...	103	502	5,418	93,919	58	43	138	220	101	...	...	...	·0026	0276	·4984
					Scholars Females ..	...	4	13	9,739	...	...	...	142	27	...	...	...	...	...	·0516
					Total ...	103	506	5,431	103,658	58	43	138	362	128	...	...	...	·0026	·0258	5501

CLASS OF INSTITUTIONS.			GOVERNMENT INSTITUTIONS.							AIDED INS		
			No. of Institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls during the year.	Average daily attendance.	No. of Scholars on 31st March learning			No. of Institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls during the
							English.	A classical language.	A vernacular language.			
1			2	3	4	5	6	7	8	9	10	1
UNIVERSITY EDUCATION.	ARTS COLLEGES—											
	English		1	103	96	77	103	99	...	...	...	...
	COLLEGES OR DEPTS. OF COLLEGES FOR PROFESSIONAL TRAINING—											
	Teachers		1	58	54	47	27	31	31	...	...	...
SECONDARY EDUCATION.	HIGH AND MIDDLE SCHOOLS—											
	For Boys ...	High Schools — English ...	10	335	347	288	312	335	143	13	135	160
		High Schools — Vernacular...	1	32	29	23	...	32	32	...	...	...
		Middle Schools — English ...	53	1,903	2,060	1,734	1,897	1,903	1,891	25	811	835
		Middle Schools — Vernacular...	125	2,704	2,845	2,381	...	2,704	2,704	...	...	...
	For Girls	High Schools ... English ...	...	...	...	...	...	...	...	1	4	4
		Middle ,, ... English ...	...	...	...	...	...	...	...	2	13	14
PRIMARY EDUCATION.	For Boys	English	115	14,757	14,209	11,345	3,453	5,310	14,757	89	8,521	8,367
		Vernacular	1,289	69,637	66,197	53,239	...	19,628	69,637	33	1,004	832
	For Girls	English	1	13	12	11	13	...	6	12	660	661
		Vernacular	145	3,857	3,827	2,952	...	594	3,857	159	5,209	5,051

RAL FORM 2.

Scholars for the official year 1881-82.

TUTIONS.						GRAND TOTAL OF SCHOLARS ON 31ST MARCH LEARNING			CLASSIFICATION ACCORDING TO RACE OR CREED OF THE SCHOLARS ON 31st MARCH					
Average daily Attendance.	No. of Scholars on 31st March learning			Grand total of Institutions.	Grand total of scholars on 31st March									
	English.	A classical language.	A vernacular language.			English.	A classical language.	A vernacular language.	Europeans and Eurasians	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.
12	13	14	15	16	17	18	19	20	21*a*	21*b*	21*c*	21*d*	21*e*	21*f*
...	...	...	.	1	103	103	99		.	3	84	13	3	.
...	...	.	...	1	58	27	31	31	..	1	36	16	5	...
124	135	132	100	23	470	447	467	243	22	11	296	91	50	..
	...	...	..	1	32	...	32	32	.		13	12	7	
681	810	789	811	78	2,714	2,707	2,692	2,702	43	25	1,740	703	199	4
		...		125	2,704		2,704	2,704		1	1,469	935	298	1
4	4	4		1	4	4	4		4		..		..	.
14	13	13	7	2	13	13	13	7	6	7	...	...		.
6,622	4,503	3,475	8,521	204	23,278	7,956	8,785	23,278	253	154	14,287	7,176	1,377	31
534		44	1,004	1,322	70,641		19,672	70,641		140	35,111	28,378	6,185	827
603	598	55	163	13	673	611	55	169	495	173	1	2		2
3,589		329	5,209	304	9,066		923	9,066		117	3,105	4,235	1,490	119

Return of Colleges, Schools and

CLASS OF INSTITUTIONS.	GOVERNMENT INSTITUTIONS.							AIDED INST		
	No of Institutions.	No of scholars on the rolls on 31st March.	Average No. on the rolls during the year.	Average daily attendance.	No. of Scholars on 31st March learning			No. of Institutions.	No of scholars on the rolls on 31st March.	Average No. on the rolls during the year.
					English.	A classical language.	A vernacular language.			
1	2	3	4	5	6	7	8	9	10	11
SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING—										
School of Art	1	43	43	34	...	...	28	...	...	...
Medical School	1	138	110	126	68	...	70	...	...	...
Normal Schools for Masters	3	189	185	168	...	123	189	1	31	31
Normal Schools for Mistresses	...	...	...	...	..	...	..	4	142	151
Industrial Schools	2	87	88	76	..	10	18	2	41	41
Total ...	1,748	93,856	90,132	72,501	5,873	30,769	93,363	341	16,571	16,147

RAL FORM 2.—(*Concluded.*)

Scholars for the official year 1881-82.

UTIONS.						GRAND TOTAL OF SCHOLARS ON 31ST MARCH LEARNING			CLASSIFICATION ACCORDING TO RACE OR CREED OF THE SCHOLARS ON 31ST MARCH.					
Average daily attendance.	No. OF SCHOLARS ON 31ST MARCH LEARNING			Grand total of Institutions.	Grand total of scholars on 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
	English.	A classical language.	A vernacular language.											
2	13	14	15	16	17	18	19	20	21*a*	21*b*	21*c*	21*d*	21*e*	21*f*
...	...	...	...	1	43	...	....	28	...	2	8	17	16	...
...	...	...	...	1	138	68	...	70	...	6	81	38	13	...
26	19	31	31	4	220	19	154	220	...	7	98	101	14	...
123	19	37	126	4	142	19	37	126	4	4	42	59	33	...
34	...	...	...	4	128	...	10	18	...	...	1	124	...	3
12,354	6,101	4,909	15,972	2,089	110,427	11,974	35,678	109,335	827	651	56,372	41,900	9,690	987

CLASS OF INSTITUTIONS.	EXPE								
	GOVERNMENT INSTITUTIONS.							AI	
	Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal Grants.	Other Sources.	TOTAL.	Provincial Revenues.	
1	2a	2b	2c	2d	2e	2f	2	3a	
UNIVERSITY EDUCATION.									
ARTS COLLEGES—									
ENGLISH	45,803	...	...	2,099	...	...	47,902	...	
COLLEGES OR DEPARTMENTS OF COLLEGES FOR SPECIAL TRAINING—									
TEACHERS	12,108	3,657	...	...	...	...	15,765	...	
SECONDARY EDUCATION.									
HIGH AND MIDDLE SCHOOLS—									
FOR BOYS — English	1,29,930	5,230	2,807	18,331	10,818	1,240	1,68,356	36,065	14
FOR BOYS — Vernacular ...	3,641	33,576	...	4,141	15,848	32	57,238	...	...
FOR GIRLS English	...	...	...	...	...	...	...	1,340	...
PRIMARY EDUCATION.									
PRIMARY SCHOOLS—									
FOR BOYS — English	32,075	6,755	2,271	31,007	36,420	2,986	1,11,514	39,207	11
FOR BOYS — Vernacular ...	773	2,32,801	...	15,202	24,058	930	2,73,764	960	...
FOR GIRLS — English	480	...	...	...	240	240	960	23,926	...
FOR GIRLS — Vernacular ...	2,182	8,346	...	2	6,991	521	18,042	15,213	1,260
SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING—									
SCHOOL OF ART	12,315	...	...	...	...	...	12,315	...	...
MEDICAL SCHOOL	55,500	...	...	...	2,175	1,378	59,053	...	...

RAL FORM 3.

Establishments for the official year 1881-82.

DITURE.									AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL.				REMARKS.
NSTITUTIONS.									GOVERNMENT INSTITUTIONS.		AIDED INSTITUTIONS.		
Endowments.	Fees.	Municipal Grants.	Other Sources.	TOTAL.	Total Government expenditure.	Total expenditure from other sources.	Grand Total of Expenditure.	Per-centage on Total Expenditure.	Total cost.	Cost to Government.	Total Cost.	Cost to Government.	
3c	3d	3e	3f	3	4	5	6	7	8	9	10	11	
...	...	...	...	...	45,803	2,099	47,902	3·02	498-15	477-2	...	...	
...	...	...	...	...	12,108	3,657	15,765	1·0	291-15	224-3	...	...	
2,387	12,700	3,430	30,244	84,840	1,65,995	87,201	2,53,196	15·98	69-15	54	85-4	36-3	
...	...	...	...	...	3,641	53,597	57,238	3·61	19-15	1-4	...	...	
...	2,062	...	2,459	5,861	1,340	4,521	5,861	·37	...	...	325-10	74-7	
2,582	19,035	2,570	23,634	87,039	71,282	1,27,271	1,98,553	12·53	7-13	2-4	10-6	4-10	
360	...	600	3,149	5,069	1,733	2,77,100	2,78,833	17·60	4-2	...	6-1	1-2	
...	15,356	...	19,692	58,974	24,406	35,528	59,934	3·78	80	40	89-3	36-3	
665	21	3,538	31,225	51,922	17,395	52,569	69,964	4·42	4-11	0-9	10-4	3-0	
...	...	...	...	...	12,315	...	12,315	·78	286-6	286-6	...	...	
...	...	...	...	...	55,500	3,553	59,053	3·73	421-12	396-6	...	...	

CLASS OF INSTITUTIONS.	EXPE								
	GOVERNMENT INSTITUTIONS.							AI	A
	Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal Grants.	Other Sources.	TOTAL.	Provincial Revenues.	Local rates or cesses.
1	2a	2b	2c	2d	2e	2f	2	3a	3b
SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.—*(Concluded).*									
NORMAL SCHOOLS FOR MASTERS ...	3,471	8,833	...	...	...	...	12,304	2,700	...
NORMAL SCHOOLS FOR MISTRESSES ...	...	...	...	...	...	...	...	12,546	...
INDUSTRIAL SCHOOLS	...	384	...	...	660	1,504	2,548	300	...
UNIVERSITY	...	...	...	...	...	...	...	21,000	...
DIRECTION	42,452	...	...	...	...	...	42,452	...	...
INSPECTION	70,668	56,087	...	...	89	342	1,27,186	...	...
SCHOLARSHIPS { COLLEGES ...	10,860	4,427	835	...	...	5,004	21,126	...	...
SCHOOLS ...	24,046	40,621	1,966	...	7,447	2,262	76,342	3,076	1,206
BUILDINGS	21,827	46,408	...	...	27,020	21,287	1,16,542	2,000	...
MISCELLANEOUS	2,118	30	...	...	89	61,868	64,105	1,616	...
TOTAL ...	4,70,249	4,47,155	7,879	70,782	1,31,855	99,594	12,27,514	1,59,949	2,491

RAL FORM 3.—(*Concluded.*)

Establishments for the official year 1881-82.

ITURE.									AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL.				REMARKS.
TITUTIONS.									Government Institutions.		Aided Institutions.		
Endowments.	Fees.	Municipal Grants.	Other Sources.	Total.	Total Government expenditure.	Total expenditure from other sources.	Grand Total of Expenditure.	Per-centage on Total Expenditure.	Total cost.	Cost to Government.	Total Cost.	Cost to Government.	
c	*3d*	*3e*	*3f*	3	4	5	6	7	8	9	10	11	
..	74	..	6,656	9,430	6,171	15,563	21,734	1·37	66·8	18·12	304·3	87·1	
...	190	150	2,515	15,401	12,546	2,855	15,401	·97	...	...	102	83·1	
...	...	...	666	966	300	3,214	3,514	·22	28·15	...	23·9	7·5	
...	...	...	...	21,000	21,000	...	21,000	1·33	...	...	...	...	
...	...	...	...	...	42,452	...	42,452	2·68	...	...	...	...	
...	...	...	...	...	70,668	56,518	1,27,186	8·03	...	...	...	...	
...	...	...	...	...	10,860	10,266	21,126	1·33	...	...	...	...	
...	391	2,688	5,288	12,649	27,122	61,869	88,991	5·62	...	...	...	...	
...	...	...	...	2,000	23,827	94,715	1,18,542	7·48	...	...	...	...	
...	...	...	..	1,616	3,734	61,987	65,721	4·15	..	...	...	...	
5,994	49,829	12,976	1,25,528	3,56,767	6,30,198	9,54,083	15,84,281	...	...	...	...	...	

EDUCATION. GENERAL FORM 4.

Return showing the result of prescribed Examinations during the official year 1881-82.

NATURE OF EXAMINATION.	No. of Institutions sending Examinees.			No. of Examinees.				No. Passed.				Per-centage of passed scholars on total number on Rolls at beginning of the year.	
	Government Institutions.	Other Institutions.	Total.	Government Institutions.	Other Institutions.	Private Students.	Total.	Government Institutions.	Other Institutions.	Private Students.	Total.	Government Institutions.	Other Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
ARTS COLLEGES—													
Master of Arts and Honors in Arts ...	1	...	1	3	...	...	3	3	...		3	50	...
Bachelors of Arts and High Proficiency in Arts	1	...	1	4	...	...	4	2	...	...	2	70·7	...
First Arts and Proficiency in Arts	1	...	1	10	...	...	10	8	...	...	8	13·8	...
SCHOOLS—													
Matriculation	11	12	23	165	60	* 87	312	* 81	22	12	115	30·1	15·5
Middle School Examination { Boys ...	165	26	191	1,111	224	* 200	1,535	8 17	133	123	1,073	16·4	16·2
Middle School Examination { Girls†...	...	1	1	...	4		4	.	4	..	4		44·4
Upper Primary School Examination .. { Boys ...	1,347	41	1,388	5,867	511	..	6,378	3,866	348	..	4,214	21·9	24·5
Upper Primary School Examination .. { Girls † ...	3	6	9	4	31	.	35	3	26	...,	29	1·6	16·4
Lower Primary School Examination ... { Boys ...	1,394	129	1,523	9,292	970	...	10,262	6,913	694	...	7,607	11·2	8·8
Lower Primary School Examination ... { Girls † ...	124	119	243	106	149	...	255	26	81	.	107	·7	1·4

* Including students from Government and Aided Institutions, such as Normal Schools, which do not specially prepare candidates for these examinations, and Schools not under regular inspection and situated mostly in Native States.

† The four girls who passed the Middle School Examination from Aided Schools, 25 out of the 26 who passed the Upper Primary and 63 out of 81 who passed the Lower Primary School Examination are Europeans.

SUBSIDIARY FORMS.

SUBSIDIARY

Statistical Return of College.

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the rolls on 31st March			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			Reading for Degree.	Reading for First Arts Licentiate or corresponding examination.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	
	ARTS COLLEGES—												
LAHORE ...	ENGLISH—GOVERNMENT	1	25	78	103	96	77	...	3	84	13	3	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING—												
	TEACHERS—GOVERNMENT ...	1	...	...	58	54	47	...	1	36	16	5	...
	GRAND TOTAL ALL COLLEGES...	2	25	78	161	150	124	...	4	120	29	8	...

FORM No. 1.

r the official year 1881-82.

No. of Scholars on 31st March, Learning.					Expenditure.							Annual cost of educating each scholar		REMARKS.
Engush.	Urdu.	Arabic.	Persian.	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	
a	8*b*	8*c*	8*d*	8*e*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9	10	11	
103	...	14	56	29	45,803	...	...	* 2,099	...	...	47,902	498-15	477-2	* Inclusive of the amount of fees for February and March 1881, which was realized and credited to Government during this year
27	31	...	31	...	12,108	3,657	...	...	...	...	15,765	291-15	224-3	
130	31	14	87	29	57,911	3,657	...	2,099	...	...	63,667	424-7	386-1	

SUBSIDIARY

Statistical Return of High and Middle Schools (Engl

DISTRICT.	NAME OR CLASS OF INSTITUTIONS	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March					
			In High School.	In Middle School.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	
	ENGLISH SCHOOLS—												
DELHI ...	Government	4	64	107	171	167	131	1	1	123	44	2	
	Aided	3	4	89	93	78	62	...	2	84	7	...	
	Total for the District ...	7	68	196	264	245	193	1	3	207	51	2	
GURGAON ...	Government	2	13	61	74	62	68	...	...	66	8	...	
KARNAL ...	Government	2	...	40	40	46	34	...	...	28	10	2	
HISSAR ...	Government	2	...	33	33	35	27	...	...	27	6	...	...
ROHTAK ...	Government	2	...	44	44	47	40	...	...	38	6	...	...
SIRSA ...	Government	2	...	15	15	18	14	...	...	15	...	...	...
UMBALLA ...	Government	3	...	89	89	102	75	...	...	67	17	5	...
	Aided	3	3	37	40	45	38	...	1	28	11	...	...
	Total for the District ...	6	3	126	129	147	113	...	1	95	28	5	...
LUDHIANA,	Government	3	27	90	117	117	106	...	...	67	40	10	...
	Aided	2	10	34	44	49	42	...	3	28	12	1	...
	Total for the District ...	5	37	124	161	166	148	...	3	95	52	11	...
SIMLA ...	Government	2	...	21	21	27	23	...	...	14	7	...	...
	Aided (for Europeans, &c. ...	2	14	29	43	43	40	43	...	...	...	...	...
	Total for the District ...	4	14	50	64	70	63	43	...	14	7	...	...

FORM No. 2.

and Vernacular) for Boys, for the official year 1881-82.

No. of Scholars on 31st March, Learning.							Expenditure.							Annual cost of educating each scholar		No. Passed.	
English.	Urdú.	Persian.	Hindí-Nágrí.	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle School examination.
8	8*a*	8*b*	8*c*	8*d*	8*e*	8*f*	8*g*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9	10	11	12	13
171	171	171	...	54	109	...	15,012	180	2,807	1,585	419	...	20,003	119-12	89-14	8	23
93	89	93	...	...	29	...	3,350	...	...	639	...	4,006	7,995	102-8	42-15	2	15
264	260	264	...	54	138	...	18,362	180	2,807	2,224	419	4,006	27,998	114-4	74-15	10	38
74	74	74	...	...	...	...	4,417	...	...	728	120	...	5,265	64-3	53-14	4	9
40	40	40	...	22	...	...	4,624	...	...	317	509	...	5,450	118-8	100-8	...	7
33	33	33	...	...	...	...	2,397	102	...	268	272	...	3,039	86-13	68-8	...	6
44	44	44	...	...	...	...	2,684	244	...	321	530	...	3,779	80-7	57-2	...	7
15	15	15	...	...	...	...	2,046	...	...	125	595	...	2,766	153-11	113-11	...	2
89	89	89	...	...	...	...	5,128	480	...	517	264	90	6,479	63-8	50-4	...	12
40	40	40	...	...	...	...	1,320	...	102	178	...	1,618	3,218	71-8	29-5	1	4
129	129	129	...	...	...	...	6,448	480	102	695	264	1,708	9,697	65-15	43-14	1	16
88	117	98	...	50	34	...	5,028	959	...	971	1,069	100	8,127	79-7	43-0	6	16
44	44	44	...	...	...	...	1,980	...	...	265	360	2,531	5,136	104-13	40-6	4	14
132	161	142	...	50	34	...	7,008	959	...	1,236	1,429	2,631	13,263	79-14	42-3	10	30
21	21	21	...	...	...	...	2,528	...	...	247	...	145	2,920	108-2	93-10	...	2
43	43	...	22	...	...	43	5,100	...	2,200	7,690	...	...	14,990	348-10	118-10	5	3
64	64	21	22	...	...	43	7,628	...	2,200	7,937	...	145	17,910	255-14	109	5	5

SUBSIDIARY

Statistical Return of High and Middle Schools (Englis

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In High School.	In Middle School.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	
JULLUNDUR.	Government	2	...	67	67	75	63	...	...	41	18	8	
	Aided	3	21	96	117	124	96	...	3	56	49	8	
	Total for the District ...	5	21	163	184	199	159	...	3	97	67	16	
HOSHIARPUR ...	Government	2	38	112	150	154	121	...	2	110	35	3	
KANGRA ...	Government	2	...	39	39	40	32	...	...	33	6	...	...
	Aided	1	...	5	5	5	4	...	...	4	1	...	...
	Total for the District ...	3	...	44	44	45	36	...	...	37	7	...	...
AMRITSAR...	Government	3	39	154	193	215	174	...	1	98	52	41	1
	Aided	3	15	55	70	86	55	...	2	29	22	17	...
	Total for the District ...	6	54	209	263	301	229	...	3	127	74	58	1
GURDASPUR.	Government	6	24	154	178	189	160	...	...	98	55	25	...
	Aided	2	2	9	11	9	11	...	11	...	...	...	...
	Total for the District ...	8	26	163	189	198	171	...	11	98	55	25	...
SIALKOT ...	Government	2	...	46	46	54	47	...	...	30	11	5	...
	Aided	2	12	41	53	55	37	...	...	31	18	3	1
	Total for the District ...	4	12	87	99	109	84	...	...	61	29	8	1

FORM No. 2.—(*Continued.*)

and Vernacular) for Boys, for the official year 1881-82.

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each scholar		No. passed.	
English.	Urdú.	Persian.	Hindí—Nágrí.	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle School examination.
8*a*	8*b*	8*c*	8*d*	8*e*	8*f*	8*g*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9	10	11	12	13
67	65	65	...	...	...	...	2,758	236	...	435	336	...	3,765	50-3	36-12	...	5
117	96	117	...	...	...	...	2,664	...	...	760	270	2,070	5,764	46-8	21-8	...	12
184	161	182	...	...	...	...	5,422	236	...	1,195	606	2,070	9,529	47-14	27-4	...	17
150	107	145	...	31	58	...	8,380	...	...	1,318	...	...	9,698	62-15	54-6	12	30
39	39	39	...	...	...	...	2,531	695	...	243	...	...	3,469	86-11	63-4	...	4
5	5	5	...	...	...	...	405	...	...	13	...	392	810	162	81	...	...
44	44	44	...	...	...	...	2,936	695	...	256	...	392	4,279	95-2	65-4	...	4
193	153	185	...	40	63	...	13,887	329	...	1,871	396	...	16,483	76-10	64-9	11	25
70	70	70	...	20	34	...	2,820	...	85	97	...	3,005	6,007	69-13	32-13	1	19
263	223	255	...	60	97	...	16,707	329	85	1,968	396	3,005	22,490	74-11	55-8	12	44
178	145	169	6	23	62	...	9,063	508	...	1,402	1,484	...	12,457	65-14	47-15	8	40
11	11	11	...	...	...	...	240	...	...	101	...	1,181	1,522	169-2	26-11	1	...
189	156	180	6	23	62	...	9,303	508	...	1,503	1,484	1,181	13,979	70-10	47	9	40
46	46	46	...	...	...	...	360	377	...	47	763	...	1,547	28-11	6-10	...	6
53	53	53	...	4	...	...	1,560	14	...	165	...	2,030	3,769	68-8	28-6	1	8
99	99	99	...	4	...	...	1,920	391	...	212	763	2,030	5,316	48-12	17-10	1	14

SUBSIDIARY

Statistical Return of High and Middle Schools (Englis

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In High School.	In Middle School.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7
LAHORE ...	Government	3	56	142	198	232	186	2	...	126	56	14	
	Aided (for Natives)	2	25	73	98	105	90	...	7	64	22	5	
	Aided (for Europeans, &c.)... ...	1	...	5	5	3	3	5	...	...	...	...	
	Total for the District ...	6	81	220	301	340	279	7	7	190	78	19	
GUJRANWALA ...	Government	1	...	60	60	66	56	...	...	25	18	17	...
	Aided	3	10	92	102	105	89	1	1	59	32	9	...
	Total for the District ...	4	10	152	162	171	145	1	1	84	50	26	...
FEROZEPUR,	Government	2	...	77	77	83	75	...	...	51	19	7	...
RAWALPINDI	Aided (for Natives)	2	12	56	68	76	61	...	...	38	15	15	...
	Aided (for Europeans, &c.) ...	2	3	9	12	15	15	12	...	...	...	...	...
	Total for the District ...	4	15	65	80	91	76	12	...	38	15	15	...
JHELUM ...	Government	2	...	65	65	74	64	...	...	46	15	4	...
GUJRAT ...	Government	2	40	70	110	112	101	1	...	59	37	13	...
	Aided	1	...	48	48	53	44	...	...	20	26	2	...
	Total for the District ...	3	40	118	158	165	145	1	...	79	63	15	...
SHAHPUR ...	Government	1	...	47	47	50	44	...	...	33	12	2	...

FORM No. 2.—*(Continued.)*

and Vernacular) for Boys, for the official year 1881-82.

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each Scholar		No. passed.	
English.	Urdú.	Persian.	Hindí-Nágrí.	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle School examination.
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
198	142	196	...	45	113	...	17,642	120	...	2,194	28	...	19,984	86-2	76	11	21
98	90	90	...	...	8	...	3,480	...	...	540	500	3,694	8,214	78-4	33-2	5	13
5	5	...	...	...	...	...	1,220	...	...	287	360	596	2,463	821	406-11	...	3
301	237	286	...	45	121	...	22,342	120	...	3,021	888	4,290	30,661	90-3	65-11	16	37
60	60	60	...	...	...	...	2,334	...	...	501	...	...	2,835	42-15	35-5	...	17
102	102	102	...	...	...	...	1,560	...	...	562	60	1,674	3,856	36-11	14-14	1	14
162	162	162	...	...	...	...	3,894	...	...	1,063	60	1,674	6,691	39-2	22-12	1	31
77	77	77	...	...	...	...	2,527	...	...	587	669	13	3,796	45-11	30-7	...	17
68	59	68	...	...	...	...	2,407	...	...	548	1,212	863	5,030	66-1	31-9	...	6
12	12	...	...	...	...	...	3,280	...	...	...	...	...	3,280	218-11	218-11	...	4
80	71	68	...	...	...	...	5,687	...	...	548	1,212	863	8,310	91-4	62-7	...	10
65	65	65	...	...	...	...	1,918	...	...	313	893	...	3,124	42-3	25-15	...	12
110	85	92	...	9	44	...	7,098	...	...	1,109	...	...	8,207	73-4	63-6	9	14
48	48	48	...	...	...	...	300	...	...	158	...	1,070	1,528	28-13	5-10	...	5
158	133	140	...	9	44	...	7,398	...	...	1,267	...	1,070	9,735	59	44-13	9	19
47	47	47	...	...	...	...	1,460	...	...	395	...	...	1,855	37-2	29-3	...	8

SUBSIDIARY

Statistical Return of High and Middle Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the rolls on 31st March			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In High School.	In Middle School.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	
PESHAWAR,	Government	...	...	...	...	2	2	...	...	...	...	...	
	Aided	2	4	44	48	50	42	...	1	24	17	6	
	Total for the District ...	2	4	44	48	52	44	...	1	24	17	6	
HAZARA ...	Government	1	...	14	14	17	15	...	1	5	5	3	...
KOHAT ...	Government	1	...	23	23	23	22	...	...	15	6	2	...
MOOLTAN ...	Government	3	10	92	100	112	100	...	...	80	17	2	1
	Aided	2	...	55	55	57	44	...	...	44	11	...	...
	Total for the District ...	5	10	147	155	169	144	...	...	124	28	2	1
JHANG ...	Government	4	24	127	151	154	142	...	...	117	26	8	...
MONTGOMERY ...	Government	1	...	15	15	12	10	...	...	10	2	3	...
MUZAFFARGARH ...	Government	1	...	24	24	22	18	...	...	19	2	3	...
DERA ISMA'IL KHAN ...	Government	1	...	25	25	25	23	...	...	18	7	...	...
	Aided	1	...	23	23	22	20	...	...	16	5	2	...
	Total for the District ...	2	...	48	48	47	43	...	...	34	12	2	...

FORM No. 2.—*(Continued).*

...pd Vernacular) for Boys, for the official year 1881-82

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each scholar		No. passed.	
	Urdú.	Persian.	Hindí—Nágrí.	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle School examination.
8	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
	...	...	...	...	...	...	30	...	...	1	...	30	61	30-8	15	...	...
	48	48	...	...	...	...	1,800	...	...	251	300	2,421	4,772	95-7	36	1	4
	48	48	...	...	...	...	1,830	...	...	252	300	2,451	4,833	92-15	35-3	1	4
	14	14	...	...	...	...	1,191	...	...	134	...	...	1,325	77-15	70-1	...	2
	23	23	...	...	...	...	1,393	9	...	127	24	7	1,560	67-13	60-9	...	...
100	89	100	...	11	80	...	5,106	...	...	1,033	198	167	6,504	58-1	45-9	5	14
55	55	55	...	...	...	...	984	...	...	299	308	1,099	2,690	47-3	17-3	...	1
155	144	155	...	11	80	...	6,090	...	...	1,332	506	1,266	9,194	54-6	36	5	15
151	151	151	...	34	29	...	6,213	198	...	808	852	448	8,519	55-5	40-5	7	22
15	15	15	...	...	...	...	240	...	...	67	124	240	671	55-15	20	...	3
24	24	24	...	...	...	...	...	793	...	126	309	...	1,228	55-13	...	...	2
25	25	25	...	...	...	...	...	...	...	72	964	...	1,036	41-7	...	...	6
23	23	23	...	...	...	...	1,355	...	...	56	...	1,395	2,806	127-9	61-9	...	3
48	48	48	...	...	...	...	1,355	...	...	128	964	1,395	3,842	86	128-3	...	9

SUBSIDIARY

Statistical Return of High and Middle Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March					
			In High School.	In Middle School.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	
DERA GHAZI KHAN ...	Government	1	...	52	52	55	49	...	...	45	6	1	
BANNU ...	Aided	1	...	11	11	15	12	...	...	7	3	1	
	Total Government Schools	63	35	1,903	2,238	2,407	2,022	4	5	1,504	543	180	
	Total Aided Schools — *For Natives* ...	33	118	768	886	934	747	1	31	532	251	69	
	Total Aided Schools — *For Europeans & Eurasians* ...	5	17	43	60	61	58	60	...	...	...	...	...
	Grand Total English Schools ...	101	470	2,714	3,184	3,402	2,827	65	36	2,036	794	249	4
	VERNACULAR SCHOOLS.												
DELHI ...	Government	6	...	125	125	126	100	...	...	103	22	...	...
GURGAON ...	Government	8	...	137	137	144	114	...	...	88	48	1	...
KARNAL ...	Government	3	...	46	46	52	41	...	...	28	18	...	...
HISSAR ...	Government	2	...	10	10	10	8	...	...	5	5	...	...
ROHTAK ...	Government	5	...	65	65	74	56	...	...	51	14	...	...
UMBALLA ...	Government	11	...	184	184	196	151	...	...	88	70	26	...
LUDHIANA ...	Government	9	...	200	200	220	192	...	...	98	36	66	...

FORM No. 2.—(*Continued.*)

and Vernacular) *for Boys, for the official year* 1881-82.

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each scholar		No. passed.	
English.	Urdú.	Persian.	Hindí—Nágri.	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination	Middle School examination.
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
52	52	52	...	...	...	...	1,935	...	...	469	...	...	2,404	43-11	35-3	...	9
10	11	11	...	...	...	...	240	...	...	91	60	599	990	66-0	16-0	...	...
2,209	2,028	2,175	6	319	592	...	1,29,930	5,230	2,807	18,331	10,818	1,240	1,68,356	69-15	54-0	81	341
885	844	878	...	24	71	...	26,465	14	187	4,723	3,070	29,648	64,107	68-10	28-5	17	118
60	60	...	22	...	...	43	9,600	...	2,200	7,977	360	596	20,733	339-14	157-6	5.	10
3,154	2,932	3,053	28	343	663	43	1,65,995	5,244	5,194	31,031	14,248	31,484	2,53,196	74-7	48-12	103	469
...	125	125	...	...	...	...	...	2,629	...	349	746	...	3,724	29-9	...	...	32
...	137	137	...	...	...	...	...	3,105	...	164	984	...	4,253	29-9	...	...	37
...	46	46	...	22	...	...	...	822	...	148	257	...	1,227	23-10	...	...	9
...	10	10	...	...	...	...	100	320	...	42	549	...	1,011	101-2	10	...	...
...	65	65	...	...	...	...	...	2,182	...	130	1,013	...	3,325	44-15	...	...	14
...	184	184	...	...	...	...	...	2,412	...	317	2,260	...	4,989	25-7	...	...	34
...	200	200	...	...	...	...	...	2,367	...	448	1,020	...	3,835	17-9	...	...	48

SUBSIDIARY

Statistical Return of High and Middle Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In High School.	In Middle School.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
JULLUNDUR,	Government	12	32	374	406	395	323	...	...	209	150	46	1
HOSHIARPUR	Government	8	...	362	362	382	337	...	1	217	123	21	...
KANGRA ...	Government	2	...	35	35	40	26	...	...	35	...	...	...
AMRITSAR...	Government	5	...	69	69	76	62	...	...	28	30	11	...
GURDASPUR,	Government	4	...	85	85	96	74	...	...	30	44	11	...
SIALKOT ...	Government	6	...	158	158	150	123	...	...	70	80	8	...
LAHORE ...	Government	6	...	159	159	176	160	...	...	51	73	35	...
GUJRAN-WALA ...	Government	3	...	62	62	63	54	...	...	38	15	9	...
FEROZEPUR,	Government	4	...	76	76	88	75	...	...	22	28	26	...
RAWAL-PINDI ...	Government	4	...	77	77	85	69	...	...	23	27	27	...
JHELUM ...	Government	3	...	56	56	60	55	...	...	28	20	8	...
GUJRAT ...	Government	4	...	71	71	76	67	...	...	39	27	5	...
SHAHPUR ...	Government	3	...	34	34	36	29	...	...	25	6	3	...
PESHAWAR,	Government	1	...	11	11	15	12	...	...	3	8	...	...

FORM No 2.—*(Continued)*

and Vernacular) for Boys, for the official year 1881-82.

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each Scholar		No. passed.	
English.	Urdú.	Persian.	Hindí-Nágri.	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle School examination.
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
...	406	406	...	32	...	...	3,177	2,827	...	1,255	1,131	...	8,390	21-3	8-0	...	34
...	362	362	...	...	...	...	...	1,984	...	312	502	...	2,798	7-5	...	...	64
...	35	35	...	...	...	...	...	758	...	17	405	9	1,189	29-11	...	...	4
...	69	69	...	...	...	...	...	1,791	...	75	464	...	2,330	30-10	...	...	13
...	85	85	...	...	...	...	...	1,571	...	218	888	...	2,677	27-14	...	...	6
...	158	158	...	...	...	...	...	1,121	...	105	667	...	1,893	12-9	...	...	29
...	159	159	...	...	...	...	...	1,142	...	72	772	...	1,986	11-4	...	...	26
...	62	62	...	...	...	...	...	472	...	92	220	...	784	12-7	...	...	15
...	76	76	...	...	...	...	...	939	...	96	367	...	1,402	15-14	...	...	19
...	77	77	...	...	...	...	...	1,268	...	27	294	...	1,589	18-11	...	...	17
...	56	56	...	...	...	...	...	850	...	25	...	...	875	14-9	...	...	9
...	71	71	...	...	...	...	...	1,087	...	65	....	...	1,152	15-2	...	...	15
...	34	34	...	...	...	...	...	255	...	28	597	...	880	24-7	...	...	3
...	11	11	...	...	...	...	364	...	...	6	367	...	737	51-8	24-4	...	2

SUBSIDIARY

Statistical Return of High and Middle Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In High School.	In Middle School.	Total.			Europeans & Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
HAZARA ...	GOVERNMENT	1	...	13	13	14	11	...	...	6	6	1	...
MOOLTAN ...	GOVERNMENT	2	...	35	35	35	30	...	...	20	15	...	...
JHANG ...	GOVERNMENT	2	...	40	40	41	38	...	...	30	10	...	...
MONTGOMERY...	GOVERNMENT	2	...	42	42	44	41	...	...	37	4	1	...
MUZAFFARGARH ...	GOVERNMENT	2	...	42	42	41	35	...	...	27	15	...	...
DERA ISMA'IL KHAN ...	GOVERNMENT	2	...	47	47	48	40	...	...	28	19	...	...
DERA GHAZI KHAN ...	GOVERNMENT	4	...	66	66	66	60	...	...	33	33	...	...
BANNU ...	GOVERNMENT	2	...	23	23	25	21	...	...	22	1	...	...
	GRAND TOTAL VERNACULAR SCHOOLS...	126	32	2,704	2,736	2,874	2,404	...	1	1,482	947	305	1
	GRAND TOTAL ENGLISH AND VERNACULAR SCHOOLS ...	227	502	5,418	5,920	6,276	5,231	65	37	3,518	1,741	554	5

FORM No. 2.—(*Concluded.*)

and Vernacular) for Boys, for the official year 1881-82.

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each scholar		No. passed.	
English.	Urdú.	Persian.	Hindi-Nágrí.	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle School examination.
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
...	13	13	...	...	...	...	...	312	...	5	12	...	329	23-8	...	...	...
...	35	35	...	...	...	...	...	521	...	38	...	...	559	15-15	...	...	6
...	40	40.	...	...	...	...	...	454	...	22	196	23	695	16-15	...	...	9
...	42	42	...	...	...	...	...	...	...	68	969	...	1,037	23-9	...	...	7
...	42	42	...	...	...	...	...	648	...	17	291	...	956	23-5	...	...	2
...	47	47	...	...	...	...	...	29	...	...	599	...	628	13-1	...	...	10
...	66	66	...	...	...	...	...	1,267	...	...	...	...	1,267	19-5	...	...	12
...	23	23	...	...	...	...	...	443	...	...	278	...	721	28-13	...	...	...
...	2,736	2,736	...	54	...	...	3,641	33,576	...	4,141	15,848	32	57,238	19-15	1-4	...	*476
3,154	5,668	5,789	28	397	663	43	1,69,636	38,820	5,194	35,172	30,096	31,516	3,10,434	49-7	27-0	103	945

* Besides these, 5 boys passed from the Aided English Schools taking up Mathematics instead of English.

SUBSIDIARY

Statistical Return of Female High and Middle Schools

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the rolls on 31st March			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.	
			In High School.	In Middle School.	Total.			Europeans & Eurasians.	Native Christians.
1	2	3	4*a*	4*b*	4	5	6	7*a*	7*b*
	ENGLISH SCHOOLS—								
SIMLA ...	Aided	2	4	5	9	8	7	9	...
AMRITSAR...	Aided	1	...	8	8	10	10	1	7
	Total	3	4	13	17	18	17	10	7

FORM No. 3.

(English and Vernacular) for the official year 1881-82.

No. of Scholars on 31st March, Learning				Expenditure.				Annual cost of educating each scholar		No. passed.		REMARKS.
English.	Urdú.	French.	Persian.	Grants from Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle School examination.	
8a	8b	8c	8d	9a	9b	9c	9	10	11	12	13	
9	...	9	....	900	1,555	...	2,455	306-2	112-8	...	4	
8	7	1	7	440	507	2,459	3,406	340-9	44	...	...	
17	7	10	7	1,340	2,062	2,459	5,861	325-10	74-7	...	4	

SUBSIDIARY

Statistical Return of Primary Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
	ENGLISH SCHOOLS—												
DELHI ...	Government	6	221	767	988	945	743	...	4	575	406	3	...
	Aided	5	155	366	521	529	393	...	14	478	26	3	...
	Total for the District ...	11	376	1,133	1,509	1,474	1,136	...	18	1,053	432	6	...
GURGAON ...	Government	7	75	380	455	466	377	...	...	364	90	1	
KARNAL ...	Government	5	79	357	436	422	324	...	1	350	80	5	
HISSAR ...	Government	5	49	565	614	590	334	...	1	558	55	...	...
ROHTAK ...	Government	6	66	442	508	427	326	...	1	365	141	1	...
SIRSA ...	Government	2	42	199	241	229	188	...	...	184	54	3	...
	Government	6	182	509	691	670	521	...	1	528	126	36	...
UMBALLA ...	Aided	5	73	607	680	605	460	...	10	352	307	11	...
	Total for the District ...	11	255	1,116	1,371	1,275	981	...	11	880	433	47	...
	Government	2	137	287	424	388	334	...	...	169	216	39	...
LUDHIANA...	Aided	4	80	310	390	315	247	...	13	206	157	14	...
	Total for the District ...	6	217	597	814	703	581	...	13	375	373	53	...
	Government	2	42	107	149	190	148	...	...	106	41	...	2
SIMLA ...	Aided (for Europeans and Eurasians) ...	3	22	56	78	122	108	78	...	...	...	...	...
	Total for the District ...	5	64	163	227	312	256	78	...	106	41	...	2

FORM No. 4.

and Vernacular) for Boys, for the official year 1881-82.

No. of Scholars on 31st March, Learning								Expenditure.							Annual cost of educating each scholar		No. passed.	
English.	Urdú.	Persian.	Hindí—Nágri.	Hindí—(Lande Mahájani, &c.)	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8a	8b	8c	8d	8e	8f	8g	8h	9a	9b	9c	9d	9e	9f	9	10	11	12	13
221	988	406	...	...	...	...	...	1,585	3	2,271	2,426	2,903	...	9,188	9-12	1-11	51	193
155	490	306	88	...	...	...	...	3,152	...	...	1,519	300	1,455	6,426	12-2	5-15	40	72
376	1,478	712	88	...	...	...	...	4,737	3	2,271	3,945	3,203	1,455	15,614	10-9	3-3	91	265
75	364	139	...	111	...	...	...	1,220	...	...	1,053	1,488	...	3,761	8-1	2-10	28	48
79	313	130	5	129	...	...	...	1,048	180	...	782	1,536	...	3,546	8-6	2-8	28	43
49	314	98	...	366	...	...	...	947	153	...	790	1,345	...	3,235	5-8	1-10	14	36
66	463	110	...	109	...	...	...	1,377	385	...	714	654	...	3,130	7-5	3-4	13	34
42	174	76	...	81	...	...	...	198	...	...	358	2,298	34	2,888	12-10	14-0	17	26
182	509	269	...	271	...	...	...	1,518	...	...	1,830	1,295	...	4,643	6-15	2-4	48	58
663	680	219	...	...	...	...	...	2,160	...	102	859	...	2,095	5,216	8-10	3-9	16	48
845	1,189	488	...	271	...	...	...	3,678	...	102	2,689	1,295	2,095	9,859	7-12	2-14	64	106
137	421	182	...	...	...	...	...	150	789	...	1,011	1,541	20	3,511	9-1	6-0	45	28
318	390	184	...	...	...	...	...	1,320	...	...	706	240	527	2,793	8-14	4-3	15	19
455	811	366	...	...	...	...	...	1,470	789	...	1,717	1,781	547	6,304	8-15	2-1	60	47
42	149	66	...	...	...	...	...	436	...	...	577	433	132	1,578	8-5	2-5	11	25
78	22	...	...	...	...	...	22	2,535	...	2,200	3,306	600	772	9,413	77-2	20-12	20	17
120	171	66	...	...	...	...	22	2,971	...	2,200	3,883	1,033	904	10,991	35-4	9-8	31	42

SUBSIDIARY

Statistical Return of Primary Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4*a*	4*b*	4	5	6	7*a*	7*b*	7*c*	7*d*	7*e*	7*f*
JULLUNDUR,	Government	5	123	336	459	508	377	...	...	334	110	15	...
	Aided	4	123	396	519	539	414	...	3	322	174	19	1
	Total for the District	9	246	732	978	1,047	791	...	3	656	284	34	1
HOSHIARPUR	Government	5	129	324	453	409	324	...	2	250	181	20	...
KANGRA	Government	4	81	203	284	292	200	...	1	231	51	1	...
	Aided	2	19	121	140	134	104	...	10	108	22	...	...
	Total for the District	6	100	324	424	426	304	...	11	339	73	1	...
AMRITSAR...	Government	8	241	1,033	1,274	1,321	968	...	3	811	264	193	3
	Aided	9	77	488	565	709	501	...	7	316	83	159	...
	Total for the District	17	318	1,521	1,839	2,030	1,469	...	10	1,127	347	352	3
GURDASPUR,	Government	9	374	953	1,327	1,263	1,033	...	5	836	394	87	5
	Aided	1	6	20	26	27	23	...	26	...	...	...	...
	Total for the District	10	380	973	1,353	1,290	1,056	...	31	836	394	87	5
SIALKOT ...	Government	2	93	204	297	298	266	...	...	155	128	14	...
	Aided	4	111	482	593	530	391	...	5	200	327	56	5
	Total for the District	6	204	686	890	828	657	...	5	355	455	70	5

FORM No. 4.—*(Continued).*

and Vernacular) for Boys, for the official year 1881-82

No. of Scholars on 31st March, Learning								Expenditure.							Annual cost of educating each scholar		No. passed.	
English.	Urdú.	Persian.	Hindí—Nágrí.	Hindí—(Lande Mahájaní, &c.)	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8*a*	8*b*	8*c*	8*d*	8*e*	8*f*	8*g*	8*h*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9	10	11	12	13
123	417	157	...	40	...	...	...	1,338	247	...	759	638	...	2,982	5-13	2-10	34	32
499	519	344	...	...	...	...	...	1,320	...	...	1,212	...	860	3,392	6-5	2-7	43	77
622	936	501	...	40	...	...	...	2,658	247	...	1,971	638	860	6,374	6-1	2-9	77	109
9	453	171	...	...	...	...	...	1,141	...	...	1,136	857	...	3,134	7-10	2-12	34	34
81	284	130	...	...	...	40	...	807	1,107	...	253	498	...	2,665	9-2	2-12	8	20
59	127	56	13	...	...	...	...	762	...	...	82	72	876	1,792	13-6	5-11	...	8
140	411	186	13	...	...	40	...	1,569	1,107	...	335	570	876	4,457	10-7	3-11	8	28
241	929	382	...	345	...	...	...	4,484	152	...	3,610	2,675	...	10,921	8-4	3-6	65	110
207	345	178	...	247	...	...	...	2,700	...	280	813	...	1,713	5,506	7-12	3-13	15	27
448	1,274	560	...	592	...	...	...	7,184	152	280	4,423	2,675	1,713	16,427	8-1	3-9	80	137
386	1,208	517	48	218	...	...	...	2,380	842	...	2,827	2,245	678	8,972	7-1	1-4	75	102
26	26	18	...	...	...	...	...	240	...	...	286	...	1,303	1,829	67-12	8-14	...	...
412	1,234	535	48	218	...	...	...	2,620	842	...	3,113	2,245	1,981	10,801	8-6	2	75	102
93	297	139	...	...	...	...	...	180	578	...	138	587	...	1,483	4-15	0-9	23	23
111	593	319	...	...	...	...	...	1,080	11	...	411	90	1,095	2,687	5-1	2	18	36
204	890	458	...	...	...	...	...	1,260	589	...	549	677	1,095	4,170	5	1-8	41	59

SUBSIDIARY

Statistical Return of Primary Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
LAHORE ...	Government	7	279	883	1,162	1,094	904	...	1	573	530	58	...
	Aided (for Natives)	25	103	1,257	1,360	1,419	1,159	...	14	964	330	52	...
	Aided { (for Europeans and Eurasians) } ...	2	18	88	106	98	80	100	...	...	...	...	6
	Total for the District ...	34	400	2,228	2,628	2,611	2,143	100	15	1,537	860	110	
GUJRANWALA ...	Government	4	116	203	319	317	270	...	...	155	108	56	
	Aided	4	124	828	952	965	843	...	3	527	344	77	
	Total for the District ...	8	240	1,031	1,271	1,282	1,113	...	3	682	452	133	1
FEROZEPUR ...	Government	4	146	471	617	552	426	...	...	368	205	41	3
RAWALPINDI ...	Aided (for Natives)	6	91	736	827	671	519	...	11	389	286	141	...
	Aided { (for Europeans and Eurasians } ...	1	24	51	75	77	77	75	...	...	...	...	...
	Total for the District ...	7	115	787	902	748	596	75	11	389	286	141	...
JHELUM ...	Government	2	137	426	563	480	375	...	1	348	163	50	1
GUJRAT ...	Government	2	110	236	346	331	293	...	...	203	114	29	...
	Aided...	1	75	275	350	331	275	...	8	137	198	7	...
	Total for the District ...	3	185	511	696	662	568	...	8	340	312	36	...
SHAHPUR ...	Government	4	97	360	457	428	377	...	...	329	118	10	...

FORM No. 4.—(*Continued.*)

and Vernacular) for Boys, for the official year 1881-82.

No. of Scholars on 31st March, Learning								Expenditure.							Annual cost of educating each scholar		No. passed.	
English.	Urdú.	Persian.	Hindí-Nágrí.	Hindí—(Lande Mahájaní, &c).	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8*a*	8*b*	8*c*	8*d*	8*e*	8*f*	8*g*	8*h*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9	10	11	12	13
279	1,130	451	...	40	...	...	...	2,985	576	...	2,867	1,108	367	7,903	7-3	2-11	64	59
1,076	819	541	86	362	...	34	...	3,600	...	...	2,802	...	2,923	9,325	6-9	2-9	27	37
106	85	...	...	...	...	...	2	3,890	...	...	2,132	...	2,157	8,179	83-7	39-11	4	16
1,461	2,034	992	86	402	...	34	2	10,475	576	...	7,801	1,108	5,447	25,407	9-12	4-0	95	112
116	312	157	...	7	...	...	...	1,525	...	...	873	1,021	...	3,419	10-12	4-12	37	31
179	724	282	...	201	...	27	...	1,080	...	...	847	...	1,684	3,611	3-12	1-2	29	39
295	1,036	439	...	208	...	27	...	2,605	...	...	1,720	1,021	1,684	7,030	5-8	2	66	70
146	580	237	3	105	...	...	...	240	...	...	1,570	2,218	1,113	5,141	9-5	0-6	22	49
409	781	370	...	...	...	...	...	1,533	...	...	1,897	311	335	4,076	6-1	2-4	37	131
75	75	...	...	...	...	...	...	8,424	...	...	...	...	...	8,424	109-6	109-6	7	13
484	856	370	...	...	...	...	...	9,957	...	...	1,897	311	335	12,500	16-11	13-5	44	144
137	468	207	47	61	...	...	...	1,169	96	...	818	1,493	...	3,576	7-7	2-7	38	60
110	346	149	...	119	...	...	...	874	720	...	1,015	584	...	3,193	9-10	2-10	52	39
75	350	154	...	80	...	...	...	300	...	...	344	...	812	1,456	4-6	0-14	25	41
185	696	303	...	199	...	...	...	1,174	720	...	1,359	584	812	4,649	7	1-12	77	80
97	457	165	...	...	...	...	...	1,590	...	...	969	940	...	3,499	8-3	3-11	28	52

SUBSIDIARY

Statistical Return of Primary Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
PESHAWAR,	Government	*	...	.	...	48	48						
	Aided	2	83	352	435	425	301		2	217	179	33	2
	Total for the District	2	83	352	435	473	349		2	217	179	35	2
HAZARA	Government	1	29	59	88	80	79		3	25	51	6	
KOHAT	Government	1	38	274	312	279	243			124	141	47	
MOOLTAN	Government	6	174	531	705	658	568	...		471	220	13	1
	Aided (for Natives)	2	92	267	359	402	325	.	1	282	74	2	
	Total for the District	8	266	798	1,064	1,060	893	..	1	753	294	15	1
JHANG	Government	3	144	442	586	548	494	...	...	383	177	26	.
MONTGOMERY	Government	1	30	76	106	94	81	..	...	61	33	12	...
MUZAFFARGARH	Government	1	30	55	85	98	70	...	...	51	32	2	...
DERA ISMA'IL KHAN	Government	1	70	153	223	215	189	...	...	194	27	2	...
	Aided	5	43	324	367	306	265	...	3	152	203	9	...
	Total for the District	6	113	477	590	521	454	...	3	346	230	11	..

* Closed in May.

FORM No. 1.—*(Continued.)*

and Vernacular) for Boys, for the official year 1881-82.

No. of Scholars on 31st March, Learning								Expenditure.							Annual cost of educating each scholar		No. passed.	
English.	Urdú.	Persian.	Hindí-Nágrí.	Hindí—(Landa Mahájani, &c).	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8a	8b	8c	8d	8e	8f	8g	8h	9a	9b	9c	9d	9e	9f	9	10	11	12	13
...	...	...	...	...	...	...	...	30	...	...	10	...	30	70	1-7	0-10	..	...
288	309	435	...	...	...	...	...	2,340	...	...	749	300	1,384	4,773	11-4	5-8	25	43
288	309	435	...	...	...	...	...	2,370	...	...	759	300	1,414	4,843	10-4	5	25	43
29	88	45	...	...	...	...	...	1,201	140	...	202	...	60	1,603	18	13-7	6	9
38	241	73	...	71	...	...	...	1,430	21	...	354	396	51	2,252	8-1	5-2	16	36
174	703	288	...	...	...	...	...	366	...	...	1,719	3,102	133	5,320	8-1	0-9	51	104
92	300	175	...	59	...	...	...	636	...	...	664	417	1,362	3,079	7-10	1-9	20	31
266	1,003	463	...	59	...	...	...	1,002	...	...	2,383	3,519	1,495	8,399	7-15	0-15	71	135
144	562	175	...	...	...	...	...	1,316	321	...	695	1,444	248	3,984	7-3	2-6	40	68
30	105	40	...	...	...	...	...	120	31	...	144	150	120	565	6	1-4	9	10
30	85	51	...	...	...	...	...	...	414	...	168	276	...	858	8-12	...	9	14
52	223	70	...	56	...	...	...	...	...	...	294	1,015	...	1,309	6	...	10	16
91	331	163	...	36	...	...	...	1,175	...	...	262	...	869	2,306	7-8	3-13	8	27
143	554	233	...	92	...	...	...	1,175	...	...	556	1,015	869	3,615	6-15	2-4	18	43

SUBSIDIARY

Statistical Return of Primary Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
DERA GHAZI KHAN ...	Government	4	125	463	588	560	475	...	...	452	126	10	...
BANNU ...	Aided	4	27	151	178	163	137	...	...	84	81	12	1
	Total Government Schools	115	3,459	11,298	14,757	14,209	11,345	...	24	9,553	4,385	780	15
	Total Aided Schools ... *For Natives* ...	83	1,282	6,980	8,262	8,070	6,357	...	130	4,734	2,791	597	10
	Total Aided Schools ... *For Europeans and Eurasians* ...	6	64	195	259	297	265	253	...	...	...	...	...
	Grand Total English Schools ...	204	4,805	18,473	23,278	22,576	17,967	253	154	14,287	7,176	1,377	31
	VERNACULAR SCHOOLS.												
DELHI ...	Government	43	239	1,949	21,88	2,064	1,525	...	...	1,830	356	2	...
	Aided	26	2	860	862	700	445	...	120	30	9	...	703
	Total for the District ...	69	241	2,809	30,50	2,764	1,970	...	120	1,860	365	2	703
GURGAON ...	Government	57	282	2,350	2,632	2,499	1,841	...	1	1,899	729	3	...
KARNAL ...	Government	31	199	1,191	1,390	1,327	1,000	...	...	728	651	11	...
HISSAR ...	Government	21	70	661	731	722	519	...	...	554	177	...	...
ROHTAK ...	Government	33	158	2,003	2,161	2,022	1,523	...	...	1,700	461	...	...
SIRSA ...	Government	16	29	418	447	457	339	...	...	275	128	44	...

FORM No. 4.—(*Continued*).

and Vernacular) for Boys, for the official year 1881-82.

No. of Scholars on 31st March, Learning								Expenditure.							Annual cost of educating each scholar.		No. passed.	
English.	Urdú.	Persian.	Hindí—Nágrí.	Hindí—(Lande Mahájani, &c.)	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8a.	8b	8c	8d	8e	8f	8g	8h	9a	9b	9c	9d	9e	9f	9	10	11	12	13
135	505	190	...	83	...	...	...	420	...	...	1,135	1,680	...	3,235	5-12	0-12	36	55
46	146	46	32	...	...	...	...	960	...	...	144	240	1,412	2,756	16-14	5-14	6	7
3,453	13,088	5,270	103	2,212	...	40	...	32,075	6,755	2,271	31,007	36,420	2,986	1,11,514	7-13	2-4	912	1,413
4,214	6,930	3,390	219	985	...	61	...	24,358	11	382	13,597	1,970	20,705	61,023	7-9	3	324	643
253	182	...	...	...	...	...	24	14,849	...	2,200	5,438	600	2,929	26,016	87-9	50	31	46
7,956	20,200	8,660	322	3,197	...	101	24	71,282	6,766	4,853	50,042	38,990	26,620	1,98,553	8-13	3-2	1,267	2,102
...	1,828	505	111	293	...	...	...	240	8,126	...	624	492	...	9,482	4-10	0-2	93	131
...	417	33	478	...	...	...	...	600	...	...	...	600	2,976	4,176	5-15	0-14	...	12
...	2,245	538	589	293	...	...	...	840	8,126	...	624	1,092	2,976	13,658	4-15	0-5	93	143
...	1,723	526	725	...	...	...	...	...	11,189	...	849	953	...	12,991	5-3	...	94	214
...	1,390	348	19	...	...	...	...	...	6,533	...	324	430	...	7,287	5-8	...	76	95
...	490	104	132	82	...	...	...	...	3,418	...	200	435	...	4,053	5-10	...	15	53
...	1,494	353	148	629	...	...	...	...	8,679	...	801	1,110	...	10,590	5-4	...	58	184
...	264	60	183	...	...	...	...	...	2,710	...	31	339	...	3,080	6-12	...	8	32

SUBSIDIARY

Statistical Return of Primary Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
UMBALLA ...	Government	67	476	3,215	3,691	3,579	2,785	...	...	2,335	1,091	265	...
LUDHIANA...	Government	56	440	2,136	2,576	2,519	2,118	...	...	1,281	591	704	...
SIMLA ...	Government	4	30	129	159	165	132	...	...	113	45	1	...
	Aided	7	13	129	142	132	89	...	7	132	3	...	...
	Total For the District ...	11	43	258	301	297	221	...	7	245	48	1	...
JULLUNDUR	Government	88	890	3,670	4,560	4,451	3,814	...	...	2,301	1,884	366	9
HOSHIARPUR	Government	80	900	3,127	4,027	3,924	3,331	...	4	2,617	1,183	220	3
KANGRA ...	Government	36	356	1,696	2,052	1,853	1,169	...	1	1,869	179	2	1
AMRITSAR...	Government	62	483	2,542	3,025	3,059	2,404	...	...	1,134	1,151	739	1
GURDASPUR	Government	86	616	3,157	3,773	3,665	2,902	...	2	1,745	1,576	448	2
SIALKOT ...	Government	68	698	2,927	3,625	3,383	2,832	...	1	1,545	1,620	385	74
LAHORE ...	Government	39	497	1,800	2,297	2,123	1,712	...	...	770	1,153	373	1
GUJRANWALA ...	Government	57	633	2,431	3,064	2,901	2,580	...	...	1,454	1,223	387	...
FEROZEPORE ...	Government	43	409	1,466	1,875	1,805	1,419	...	...	677	706	486	6
RAWALPINDI ...	Government	53	534	3,693	4,227	3,836	3,135	...	...	1,282	2,171	770	4
JHELUM ...	Government	36	418	2,696	3,114	2,791	2,384	...	...	1,288	1,606	220	...

FORM No. 4.—(*Continued*).

and Vernacular) *for Boys, for the official year* 1881-82.

No. of Scholars on 31st March, Learning								Expenditure.							Annual cost of educating each scholar		No. passed.	
English.	Urdú.	Persian.	Hindí—Nágrí.	Hindí—(Lande Máhajaní, &c.)	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8a	8b	8c	8d	8e	8f	8g	8h	9a	9b	9c	9d	9e	9f	9	10	11	12	13
...	2,923	879	113	686	...	...	...	...	13,378	...	1,339	631	...	15,348	4-5	...	114	200
...	2,548	816	...	104	...	...	...	...	9,787	...	1,433	1,285	120	12,625	5	...	210	264
...	113	48	33	...	...	...	...	...	953	...	40	...	88	1,081	6-9	...	...	2
...	36	91	95	...	...	...	...	360	...	360	...	...	173	893	6-12	2-12	...	6
...	149	139	128	...	...	...	...	360	953	360	40	...	261	1,974	6-10	1-3	...	8
...	4,560	1,552	...	51	...	...	...	60	13,614	...	2,216	1,251	...	17,141	3-13	0-¼	268	444
...	4,027	1,489	59	...	...	...	...	...	12,370	...	967	1,120	97	14,554	3-11	...	334	179
...	1,717	526	236	99	...	25	...	...	6,956	...	2	698	465	8,121	4-6	...	...	...
...	3,025	934	...	35	...	...	...	...	12,050	...	656	782	...	13,488	4-6	...	75	246
...	3,773	1,110	...	56	...	11	...	...	13,810	...	1,173	1,560	...	16,543	4-8	...	71	272
...	3,625	1,366	...	...	...	...	...	...	13,494	...	807	649	...	14,950	4-6	...	124	324
...	2,297	791	...	...	...	...	...	...	5,964	...	149	1,105	...	7,218	3-6	...	96	183
...	3,064	1,035	...	...	...	...	...	...	7,858	...	1,221	1,503	...	10,582	3-10	...	109	318
...	1,875	495	...	20	...	...	...	...	6,898	...	173	49	...	7,120	3-15	...	75	157
...	4,183	970	20	74	...	...	...	...	9,670	...	372	564	...	10,606	2-12	...	187	362
...	3,065	750	49	...	...	...	...	...	7,283	...	457	...	...	7,740	2-12	...	124	288

SUBSIDIARY

Statistical Return of Primary Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
GUJRAT ...	Government	39	687	2,491	3,178	2,972	2,554	...	...	1,216	1,618	329	15
SHAHPUR ...	Government	31	277	1,534	1,811	1,659	1,347	...	...	994	684	133	...
PESHAWAR,	Government	28	199	1,115	1,314	1,260	898	...	...	243	1,038	33	...
HAZARA ...	Government	19	101	763	864	882	681	...	...	229	604	31	...
KOHAT ...	Government	4	5	203	208	133	117	...	...	54	154	...	...
MOOLTAN ...	Government	48	301	2,179	2,480	2,420	1,884	...	...	925	1,543	11	1
JHANG ...	Government	26	217	1,027	1,244	1,208	954	...	...	601	608	35	...
MONTGOMERY ...	Government	24	244	959	1,203	1,354	1,146	...	...	722	332	149	...
MUZAFFARGARH ...	Government	24	207	1,311	1,518	1,510	1,252	...	...	672	826	15	5
DERA ISMA'IL KHAN ...	Government	22	350	1,209	1,559	1,420	1,175	...	...	867	679	13	...
DERA GHAZI KHAN ...	Government	28	257	1,347	1,604	1,363	1,113	...	...	551	1,046	5	2
BANNU ...	Government	20	121	919	1,040	871	654	...	4	478	553	5	...
	Total Government Schools	1,289	11,323	58,314	69,637	66,197	53,239	...	13	34,949	28,366	6,185	124
	Total Aided Schools	33	15	989	1,004	832	534	...	127	162	12	...	703
	Grand Total Vernacular Schools	1,322	11,338	59,303	70,641	67,029	53,773	...	140	35,111	28,378	6,185	827
	GRAND TOTAL ENGLISH AND VERNACULAR SCHOOLS ...	1,526	16,143	77,776	93,9 9	89,506	71,740	253	294	49,398	35,554	7,562	858

FORM No. 4.—*(Concluded.)*

and Vernacular) for Boys, for the official year 1881-82.

No. of Scholars on 31st March, Learning								Expenditure.							Annual cost of educating each scholar		No. passed.	
English.	Urdú.	Persian.	Hindí-Nágrí.	Hindí—(Landa Mahájani, &c).	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8a	8b	8c	8d	8e	8f	8g	8h	9a	9b	9c	9d	9e	9f	9	10	11	12	13
...	3,156	1,054	28	54	...	...	...	...	7,659	...	609	120	...	8,388	2-13	...	133	343
...	1,621	556	24	169	10	...	...	...	4,326	...	...	1,456	33	5,815	3-8	...	57	151
...	1,263	381	32	80	...	...	...	473	6,027	...	97	492	...	7,089	5-10	0-6	40	145
...	864	218	...	...	...	...	...	...	3,128	...	1	216	...	3,345	3-13	...	84	29
...	208	25	...	...	...	...	...	...	833	...	...	...	...	833	6-4	...	...	17
...	2,480	537	...	...	...	...	...	...	9,192	...	233	556	...	9,981	4-2	...	123	188
...	1,244	379	...	12	...	...	...	...	5,121	...	27	295	58	5,501	4-9	...	76	109
...	1,062	386	...	141	...	...	...	...	3,332	...	354	1,699	...	5,385	4	...	93	116
...	1,518	392	...	...	...	...	...	...	4,960	...	47	1,467	...	6,474	4-4	...	66	151
...	1,541	350	...	276	...	...	...	...	4,854	...	...	1,357	30	6,241	4-6	...	34	86
...	1,542	392	...	62	...	...	...	...	5,531	...	...	386	39	5,956	4-6	...	91	140
...	936	253	72	40	...	2	...	...	3,098	...	...	1,058	...	4,156	4-12	...	19	64
...	65,419	19,580	1,984	2,963	10	38	...	773	2,52,801	...	15,202	24,058	930	2,73,764	4-2	...	2,947	5,487
...	453	44	573	...	...	...	...	960	...	360	...	600	3,149	5,069	6-1	1-2	...	18
...	65,872	19,624	2,557	2,963	10	38	...	1,733	2,52,801	360	15,202	24,658	4,079	2,78,833	4-2	...	2,947	5,505
7,956	86,072	28,284	2,879	6,160	10	138	24	73,015	2,39,567	5,213	65,244	63,648	30,699	4,77,386	5-5	0-13	4,214	7,607

SUBSIDIARY

Statistical Return of Female Primary Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
	ENGLISH SCHOOLS—												
DELHI ...	Aided (for Europeans and Eurasians)	1	...	57	57	53	45	26	31	...	...	...	...
LUDHIANA,	Aided (for Natives)	1	3	60	63	62	49	...	60	1	2	...	...
SIMLA ...	Aided (for Europeans and Eurasians)	3	44	142	186	207	189	184	2	...	...	...	...
AMRITSAR ..	Aided (for Natives)	1	14	22	36	33	30	2	34	...	...	...	...
LAHORE ...	Aided (for Natives)	1	5	37	42	38	37	...	40	...	...	...	2
	Aided (for Europeans and Eurasians)	3	35	99	134	120	109	128	6	...	...	...	...
	Total for the District ...	4	40	136	176	158	146	128	46	...	...	...	2
GUJRANWALA ...	Government	1	3	10	13	12	11	13	...	...	...	...	...
RAWALPINDI ...	Aided (for Europeans and Eurasians)	2	38	104	142	148	144	142	...	...	...	...	...
	Total Government School	1	3	10	13	12	11	13	...	...	...	...	...
	Total Aided Schools (for Natives) ...	3	22	119	141	133	116	2	134	1	2	...	2
	Total Aided Schools (for Europeans and Eurasians)	9	117	402	519	528	487	480	39	...	...	...	...
	Grand Total English Schools ...	13	142	531	673	673	614	495	173	1	2	...	2

FORM No. 5.

and Vernacular) for the official year 1881-82.

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each scholar		No. passed.	
English.	Urdú.	Persian.	Hindí – Nágrí.	Hindí – (Lande Mahájaní, &c.)	Arabic.	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
26	9	...	22	...	...	...	360	...	...	201	...	656	1,217	22-15	6-13	2	2
33	63	17	17	5	2	1	550	...	...	358	...	1,848	2,756	44-7	8-14	...	...
					French	Music											
185	...	...	...	...	19	22	7,500	...	...	8,668	...	3,879	20,047	96-13	36-4	20	47
36	36	14	...	...	...	...	440	...	...	1,370	...	4,962	6,772	205-4	13-5	...	...
42	40	21	...	...	...	...	720	...	...	673	...	3,440	4,833	127-3	18-15	...	...
134	12	...	...	...	...	...	4,350	...	...	3,552	...	3,041	10,943	93-11	36-4	...	2
176	52	21	...	...	...	...	5,070	...	...	4,225	...	6,481	15,776	99-13	31-13	...	2
13	6	...	...	...	...	...	480	...	...	...	240	240	960	80	40	...	...
142	....	...	...	...	...	...	10,006	...	...	534	...	1,866	12,406	83-13	67-9	3	12
13	6	...	...	...	...	...	480	...	...	...	240	240	960	80	40	...	...
111	139	52	5	2	1	...	1,710	...	...	2,401	...	10,250	14,361	107-15	12-14	...	...
487	21	...	22	...	19	22	22,216	...	...	12,955	...	9,442	44,613	84-8	42-1	25	63
611	166	52	27	2	20	22	24,406	...	...	15,356	240	19,932	59,934	89-1	36-4	25	63

SUBSIDIARY

Statistical Return of Female Primary Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
	VERNACULAR SCHOOLS—												
	Government	4	2	99	101	95	66	...	...	57	44	...	...
DELHI ...	Aided	8	8	694	702	624	449	...	52	325	240	...	85
	Total for the District ...	12	10	793	803	719	515	...	52	382	284	...	85
GURGAON ...	Government	4	2	103	105	84	64	...	...	49	56	...	...
KARNAL ...	Aided	1	...	56	56	42	29	...	...	42	14	...	...
ROHTAK ...	Government	1	...	20	20	20	15	...	...	...	20	...	...
SIRSA ...	Government	1	...	18	18	24	13	...	...	...	18	...	...
UMBALLA ...	Government	2	...	31	31	35	28	...	...	...	31	...	...
LUDHIANA...	Government	17	7	356	363	350	279	...	...	203	152	8	...
SIMLA ...	Aided	4	...	31	31	29	20	...	8	23	...	...	...
	Government	47	81	1,412	1,493	1,475	1,213	...	...	328	1,125	40	...
JULLUNDUR	Aided	3	9	71	80	70	59	...	...	...	80	...	...
	Total for the District ...	50	90	1,483	1,573	1,545	1,272	...	...	328	1,205	40	...
HOSHIARPUR	Aided	1	...	63	63	61	39	...	...	60	...	3	...

FORM No. 5.—(*Continued*).

and Vernacular) for the official year 1881-82.

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each scholar		No. passed.	
English.	Urdú.	Persian.	Hindí—Nágrí.	Hindí—(Lande Mahajani, &c.)	Arabic.	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
...	44	5	57	...	.. Needle Work	...	...	583	...	2	101	...	686	7-4	...	2	...
...	280	11	392	22	3	...	3,120	...	...	5	125	11,439	14,689	23-9	5	1	7
...	324	16	449	22	3	...	3,120	583	...	7	226	11,439	15,375	21-6	4-5	3	7
...	56	3	49	...	...	...	...	255	...	...	190	...	445	5-5	...	...	...
...	14	...	42	...	...	...	336	...	...	...	...	698	1,034	24-10	8	...	...
...	20	...	...	...	...	...	...	42	...	...	85	...	127	6-6	...	...	...
...	18	...	...	...	...	...	...	...	...	...	108	...	108	4-8	...	...	...
...	31	2	...	...	...	...	...	169	...	...	12	...	181	5-3	...	...	...
...	177	10	165	...	...	...	...	1,061	...	...	1,057	...	2,118	6-1	...	1	4
...	...	...	31	...	...	...	120	...	120	...	...	81	321	11-1	4-2	...	...
...	1,128	221	339	...	220	33	304	3,075	...	...	2,206	235	5,820	3-15	0-3	...	16
...	80	25	...	...	...	...	450	...	...	...	...	450	900	12-14	6-7	...	1
...	1,208	246	339	...	220	33	754	3,075	...	...	2,206	685	6,720	4-6	0-8	...	17
...	...	...	60	3	...	...	168	...	...	...	72	120	360	5-12	2-12	...	...

SUBSIDIARY

Statistical Return of Female Primary Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
KANGRA ...	Government	5	...	157	157	155	110	...	...	157	...	...	...
	Aided	1	...	34	34	34	24	...	5	24	5	...	...
	Total for the District ...	6	...	191	191	189	134	...	5	181	5	...	...
AMRITSAR...	Government	1	...	57	57	33	20	...	...	20	...	37	...
	Aided	41	7	1,187	1,194	1,172	742	...	44	173	358	619	...
	Total for the District ...	42	7	1,244	1,251	1,205	762	...	44	193	358	656	...
GURDASPUR	Government	3	...	64	64	60	44	...	...	...	64	...	...
	Aided	10	12	152	164	256	204	...	...	21	73	70	...
	Total for the District ...	13	12	216	228	316	248	...	...	21	137	70	...
SIALKOT ...	Government	33	13	702	715	717	523	...	...	227	450	38	...
LAHORE ...	Government	6	...	117	117	113	85	...	...	20	97	...	...
	Aided	28	...	759	759	770	593	...	3	262	411	49	34
	Total for the District ...	34	...	876	876	883	678	...	3	282	508	49	34
GUJRANWALA ...	Government	5	13	168	181	180	116	...	...	59	86	36	...
	Aided	11	...	339	339	347	278	...	...	138	156	45	...
	Total for the District ...	16	13	507	520	527	394	...	...	197	242	81	...
FEROZEPORE ...	Government	5	11	107	118	136	101	...	...	53	64	1	...

FORM No. 5.—(*Continued.*)

and Vernacular) for the official year 1881-82.

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each scholar		No. passed.	
English.	Urdú.	Persian.	Hindí-Nágrí.	Hindí—(Lande Mahájaní, &c.)	Arabic.	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8*a*	8*b*	8*c*	8*d*	8*e*	8*f*	8*g*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9	10	11	12	13
...	...	...	157	...	...	...	114	173	...	...	114	...	401	2-9	0-11	...	...
...	34	...	...	...	...	...	180	...	...	...	...	123	303	8-15	5-15	...	...
...	34	...	157	...	...	...	294	173	...	...	114	123	704	3-12	1-9	...	...
...	...	...	57	...	...	...	...	108	...	...	84	...	192	5-13	...	...	
...	402	23	116	686	...	...	4,210	...	545	...	2,339	2,607	9,701	8-4	3-9	...	7
...	402	23	173	686	...	...	4,210	108	545	...	2,423	2,607	9,893	8-3	3-8	...	8
...	64	1	...	...	...	...	...	154	...	...	160	...	314	5-3	...	...	...
...	73	...	7	84	...	...	860	...	...	...	...	1,911	2,771	10-13	3-6	...	...
...	137	1	7	84	...	...	860	154	...	...	160	1,911	3,085	9-12	2-11	...	...
...	448	33	267	...	...	...	1,077	1,714	...	...	1,077	...	3,868	5-6	1-8	...	2
...	97	21	20	...	...	...	...	122	...	...	577	...	699	6-2	...	...	...
...	441	10	123	203	...	...	2,727	...	...	...	...	7,200	9,927	12-14	3-9	...	3
...	538	31	143	203	...	...	2,727	122	...	...	577	7,200	10,626	12-1	3-1	...	3
...	86	20	95	18	...	11	420	...	...	...	522	...	942	5-3	2-5	...	
...	156	..	...	183	...	...	360	...	...	16	...	2,604	2,980	8-9	1	...	...
...	242	20	95	201	...	11	780	...	...	16	522	2,604	3,922	7-7	1-8	...	...
...	65	12	53	...	...	...	267	303	...	...	164	286	1,020	7-8	1-15	...	3

SUBSIDIARY

Statistical Return of Female Primary Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
RAWALPINDI	Aided	28	125	883	1,008	950	627	...	...	379	226	403	...
JHELUM ...	Aided	13	18	422	440	427	305	...	...	253	62	125	...
GUJRAT ...	Government	*	...	...	...	23	19	...	...	...	...	...	...
SHAHPUR ...	Government	1	7	6	13	13	9	...	...	...	13	...	...
PESHAWAR,	Aided	2	4	81	85	108	73	...	...	37	45	3	...
MOOLTAN ...	Aided	8	...	254	254	161	147	...	5	8	241	...	...
JHANG ...	Government	8	...	263	263	270	214	...	...	146	104	13	...
MONT-GOMERY ...	Government	2	...	41	41	44	33	...	...	41	...	...	...
	Total Government Schools	145	136	3,721	3,857	3,827	2,952	...	...	1,360	2,324	173	...
	Total Aided Schools	159	183	5,026	5,209	5,051	3,589	...	117	1,745	1,911	1,317	119
	Grand Total Vernacular Schools	304	319	8,747	9,066	8,878	6,541	...	117	3,105	4,235	1,490	119
	GRAND TOTAL ENGLISH AND VERNACULAR SCHOOLS ...	317	461	9,278	9,739	9,551	7,155	495	290	3,106	4,237	1,490	121

* School closed from 1st February 1882.

FORM No. 5.—(*Concluded*).

and Vernacular) *for the official year* 1881-82.

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each scholar		No. passed.	
English.	Urdú.	Persian.	Hindí—Nágrí.	Hindí—(Lande Mahájaní, &c.)	Arabic.	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8*a*	8*b*	8*c*	8*d*	8*e*	8*f*	8*g*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9	10	11	12	13
...	178	50	782	224	128	...	1,233	720	...	...	972	1,777	4,702	4-8	1-5	...	...
...	62	...	...	453	62	...	739	540	...	...	...	799	2,078	4-14	1-12	...	...
...	...	...	...	...	...	...	...	121	...	...	...	...	121	5-4	...	...	...
...	13	...	...	...	...	...	...	216	...	...	...	...	216	16-10	...	...	...
...	45	14	...	40	...	...	660	...	...	...	...	1,274	1,934	17-14	6-2	...	...
...	254	6	...	...	...	...	50	...	...	...	30	142	222	1-6	0-5	...	...
...	104	...	30	129	...	...	...	246	...	...	414	...	660	2-7	...	...	...
...	...	...	...	41	...	...	...	4	...	...	120	...	124	2-13	...	...	...
...	2,351	328	1,289	188	220	44	2,182	8,346	...	2	6,991	521	18,042	4-11	0-9	3	26
...	2,019	159	1,931	1,520	193	...	15,213	1,260	665	21	3,538	31,225	51,922	10-4	3	1	18
...	4,370	457	3,220	1,708	413	44	17,395	9,606	665	23	10,529	31,746	699,64	7-14	1-15	4	44
611	4,536	509	3,247	1,710	433	66	41,801	9,606	665	15,379	10,769	51,678	1,29,898	13-10	4-6	29	107

SUBSIDIARY

Statistical Return of Schools for Special or

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	Total No. of scholars on the rolls on 31st March.	Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
						Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4	5	6	7a	7b	7c	7d	7e	7f
	A.—SCHOOL OF ART—										
LAHORE	Government	1	*43	43	34	...	2	8	17	16	...
	B.—MEDICAL SCHOOLS—										
LAHORE	Government	1	138	140	126	...	6	81	38	13	...
	D.—NORMAL SCHOOLS FOR MASTERS—										
DELHI	Government	1	64	62	53	...	...	39	24	1	...
AMRITSAR	Aided	1	31	31	26	...	7	12	8	4	...
LAHORE	Government	1	94	94	86	...	...	39	50	5	...
RAWALPINDI ...	Government	1	31	29	29	...	...	8	19	4	...
	Total Government Schools	3	189	185	168	...	...	86	93	10	...
	Total Aided Schools	1	31	31	26	...	7	12	8	4	...
	Total Normal Schools for Masters ...	4	220	216	194	...	7	98	101	14	...
	E.—NORMAL SCHOOL FOR MISTRESSES—										
DELHI	Aided (for Natives)	1	27	34	27	...	4	11	12	...	...
	Aided (for Europeans and Eurasians) ...	1	4	3	3	4	...	...	...	...	...
	Total for the District	2	31	37	30	4	4	11	12	...	...

* Geometry 43; carpentry 20; moulding 7; wood-engraving 4; drawing 43; lithography 5; gesso-work 11; decoration 10.

FORM No. 6.

Technical Training for the official year 1881-82.

No. of Scholars on 31st March, Learning											Expenditure.							Annual cost of educating each scholar.	
English.	Urdú.	Hindí—(Nágrí.)	Hindí—(Lande Mahájaní).	Arabic.	Persian.	Needle-work.	Gardening.	Carpet-work and Lungi-work.	Saddlery.	Carpentry.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.
8a	8b	8c	8d	8e	8f	8g	8h	8i	8j	8k	9a	9b	9c	9d	9e	9f	9	10	11
...	28	...	...	...	...	...	...	...	...	...	12,315	...	...	...	...	...	12,315	286-6	286-6
68	70	...	...	...	...	...	...	...	...	...	55,500	...	...	...	2,175	1,378	59,053	421-13	396-7
...	64	...	...	...	64	...	...	...	...	...	1,328	3,380	...	...	...	...	4,708	75-15	21-7
19	31	...	...	11	31	...	...	...	...	...	2,700	...	...	74	...	6,656	9,430	304-3	87-1
...	94	94	...	...	...	...	...	...	...	...	939	2,388	...	...	...	...	3,327	35-6	10
...	31	...	...	27	31	...	...	...	...	...	1,204	3,065	...	...	...	...	4,269	147-3	41-8
8	189	94	...	28	95	...	...	...	...	...	3,471	8,833	...	...	...	...	12,304	66-8	18-12
19	31	...	...	11	31	...	...	...	...	...	2,700	...	...	74	...	6,656	9,430	304-3	87-1
19	220	94	...	39	126	...	...	...	...	...	6,171	8,833	...	74	...	6,656	21,734	100-10	28-9
15	12	...	...	13	...	...	...	...	...	...	1,620	...	...	...	150	1,584	3,354	98-10	47-10
4	4	4	...	...	...	...	...	...	...	...	360	...	...	190	...	880	1,430	476-11	120
19	16	4	...	13	...	...	...	...	...	...	1,980	...	...	190	150	2,464	4,784	129-5	53-8

SUBSIDIARY

Statistical Return of Schools for Special or

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	Total No. of scholars on the rolls on 31st March.	Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
						Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4	5	6	7a	7b	7c	7d	7e	7f
JULLUNDUR ...	AIDED	*	...	7	7	...	...	...	...	...	...
AMRITSAR ...	AIDED	1	36	36	29	...	...	9	15	12	...
LAHORE ...	AIDED	1	75	71	57	...	...	22	32	21	...
	Total Aided Schools (for Natives)	3	138	148	120	...	4	42	59	33	...
	Total Aided Schools (for Europeans and Eurasians)	1	4	3	3	4	...	...	...	...	...
	TOTAL NORMAL SCHOOLS FOR MISTRESSES ...	4	142	151	123	4	4	42	59	33	...
	F.—INDUSTRIAL SCHOOLS—										
DELHI	AIDED...	1	27	26	22	...	...	...	27	...	...
HOSHIARPUR ...	GOVERNMENT	1	31	33	26	...	...	...	28	...	3
LAHORE	GOVERNMENT	1	56	55	50	...	...	1	55	...	...
	AIDED	1	14	15	12	...	...	...	14	...	...
	TOTAL FOR THE DISTRICT	2	70	70	62	...	...	1	69	...	...
	Total Government Schools	2	87	88	76	...	...	1	83	...	3
	Total Aided Schools	2	41	41	34	...	...	...	41	...	...
	TOTAL INDUSTRIAL SCHOOLS ...	4	128	129	110	...	...	1	124	...	3
	GRAND TOTAL ...	14	671	679	587	4	19	230	339	76	3

* School closed from 1st May 1881.

FORM No. 6.—(*Concluded*).

Technical Training for the official year 1881-82.

No. of Scholars on 31st March, Learning											Expenditure.							Annual cost of educating each scholar.	
English.	Urdú.	Hindí—Nágrí.	Hindí (Lande Mahájani).	Arabic.	Persian.	Needle-work.	Gardening.	Carpet-work and Lungí-work.	Saddlery.	Carpentry.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.
8*a*	8*b*	8*c*	8*d*	8*e*	8*f*	8*g*	8*h*	8*i*	8*j*	8*k*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9	10	11
...	...	...	...	...	...	...	...	...	...	...	40	...	...	...	...	40	80	11-7	5-11
...	15	13	12	...	15	...	...	...	...	...	4,743	...	...	...	...	...	4,743	131-12	131-12
...	23	20	23	...	9	...	...	...	...	...	5,783	...	...	...	...	11	5,794	81-10	81-7
15	50	33	35	13	24	...	...	...	...	...	12,186	...	...	...	150	1,635	13,971	94-6	82-5
4	4	4	...	...	...	...	...	...	...	...	360	...	...	190	...	880	1,430	476-11	120
19	54	37	35	13	24	...	...	...	...	...	12,546	...	...	190	150	2,515	15,401	102	83-1
...	...	...	...	...	...	27	...	...	...	...	180	...	...	...	...	546	726	27-15	6-15
...	...	...	...	...	...	...	...	31	...	...	...	...	...	...	...	1,504	1,504	45-9	...
...	18	...	...	...	10	16	...	22	3	2	...	384	...	...	660	...	1,044	18-15	...
...	...	...	...	...	...	...	14	...	...	...	120	...	...	...	...	120	240	16	8
...	18	...	...	...	10	16	14	22	3	2	120	384	...	...	660	120	1,284	18-5	1-11
...	18	...	...	...	10	16	...	53	3	...	...	384	...	...	660	1,504	2,548	28-15	...
...	...	...	...	...	...	27	14	...	...	...	300	...	...	...	...	666	966	23-9	7-5
...	18	...	...	...	10	43	14	53	3	2	300	384	...	...	660	2,170	3,514	27-4	2-5
106	390	131	35	52	160	43	14	53	3	2	86,832	9,217	...	264	2,985	12,719	1,12,017	164-15	27-14

APPENDIX.

Statistical Return of Secondary and Primary Schools for Boys and Girls of the Lawrence Military Asylum, Sanawar, for the official year 1881-82.

NAME OR CLASS OF INSTITUTIONS.	No. of Scholars on the Rolls on 31st March in the					Average number on the rolls during the year.	Average daily attendance.	Number of Scholars on 31st March, Learning							Expenditure from								Number passed the		
	High School.	Middle School.	Upper division Primary School.	Lower division Primary School.	Total.			English.	Urdu.	Printing.	Needle-work.	Cooking.	Music (Vocal).	Music Instrumental.	Imperial Revenues.			Fees.			Total.			Middle School Examination.	Upper Primary School Examination.	Lower Primary School Examination.
1	2	3	4	5	6	7	8	9a	9b	9c	9d	9e	9f	9g	10a			10b			10			11	12	13
															Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.			
BOYS' SCHOOLS—																									
Secondary (High and Middle) Schools	11	32	..	..	50	..	..	215	163	3	..	..	77	84	10,380	6	1	1,600	4	5	11,980	10	6	11	39	42
Primary Schools	..	..	42	123	165																					
Scholarships	..	..	..	..	..	..	..	..	..	..	..	..	..	..												
Boarding and other miscellaneous expenses (excluding tuitional charges and scholarships)	..	..	..	..	..	..	..	..	..	..	..	..	..	..	32,763	2	0	....	..	..	32,763	2	0	....	....	....
Total	11	32	42	123	215	..	..	215	163	3	..	..	77	84	43,143	8	1	1,600	4	5	44,743	12	6	11	39	42
GIRLS' SCHOOLS—																									
Secondary (High and Middle) Schools	..	19	..	..	19	174	152	..	..	..	..	..	..	..	5,647	6	2	1,576	4	6	7,223	10	8	....	17	20
Primary Schools	..	..	47	119	166																					
Infant School (Boys)	..	..	..	26	26	21	16	..	..	..	..	..	..	..												
Scholarships	..	..	..	..	..	..	..	185	..	..	149	25	185	..												
Boarding and other miscellaneous expenses excluding tuitional charges	..	..	..	..	..	..	..	..	..	..	..	..	..	..	31,000	0	0	....	..	..	31,000	0	0	....	....	....
Total	..	19	47	145	211	195	168	..	..	..	149	25	185	..	36,647	6	2	1,576	4	6	38,223	10	8	....	17	20